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ABSTRACT

The course theme of this grade 3 social studies curriculum guide is Man and His Institutions. With a background of family and community study in grades 1 and 2, the purpose at this level is to analyze more institutions created by man to meet the growing complexities of society. Specific institutions selected for study are: 1) Government as an Institution; 2) Transportation and Communication; 3) Urbanization and Industrialization; and, 4) Education as an Institution (Optional). Format of the guide is consistent with the series with major divisions for 1) Concepts, 2) Teaching Strategies, 3) Content and Materials, 4) Varieties in Strategies and Content; and 5) Evaluation. Baltimore, Maryland and the planned city of Columbia, Maryland are the urban communities chosen for study. Related documents are: SO 001 185 through SO 001 189. (Author/JSB)

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A CURRICULUM GUIDE
IN
ELEMENTARY SOCIAL STUDIES
GRADE THREE
THEME: MAN AND HIS INSTITUTIONS

HOWARD COUNTY PUBLIC SCHOOLS
CLARKSVILLE, MARYLAND
M. THOMAS GOEDEKE, SUPERINTENDENT

1970

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Consultant

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GRADE THREE

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ary teachers formed the writing teams for the development of the units during

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FOREWORD

The Social Studies portion of the school curriculum is concerned with the most complex and stress oriented aspects of the human situation. This situation has become more accelerated in recent years to the extent that existing curricula do not always respond to current problems nor are they supported by valid data for effective responses. In consideration of this urgent need and obvious challenge, the Board of Education of Howard County requested a total revision of the Social Studies program. In response to this, the elementary Social Studies Committee developed a curriculum design and incorporated appropriate instructional units.

These units were organized on a conceptual basis with "A Study of Man" as the central conceptual theme. Supportive data and processes are coordinated from history, the social sciences and the humanities in the development of the units for grades one through five. The kindergarten program has been outlined, but units were not developed at this time.

This program was developed by a group of elementary teachers in a series of summer workshops from 1968-1970, under the leadership of Miss Wilhelmina Oldfield, Supervisor of Elementary Schools. Consultant to the workshops was Dr. E. G. Campbell, Professor of Education, University of Maryland.

Mary R. Hovet
Director of Instruction

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

Kindergarten

Theme: Man and His Immediate
Environment

- I. The School
- II. Community Helpers
- III. Health and Safety

Additional or Optional Units

- IV. Animals
 - A. Animals of the Farm
 - B. Animals of the Zoo
- V. Holidays

Grade I

Theme: Man In the Family

- I. Role Individuals Assume
Within the Family
- II. Interdependence of Family
Members
- III. Cooperation of Family
Members

Grade II

Theme: Man In the Community

- I. People Create Communities
- II. The Community and Its
Natural Resources
- III. Comparison of Communities
Around the World

Grade III

Theme: Man and His Institutions

- I. Government as an Institution
- II. Transportation and Communication
- III. Urbanization and Industrialization

Additional or Optional Unit

- IV. Education as an Institution

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

Grade II

Theme: Man In the Community

- I. People Create Communities
- II. The Community and Its Natural Resources
- III. Comparison of Communities Around the World

Grade III

Theme: Man and His Institutions

- I. Government as an Institution
- II. Transportation and Communication
- III. Urbanization and Industrialization

Additional or Optional Unit

- IV. Education as an Institution

Grade IV

Theme: Man In His Regional Environment

- I. The Cultural Heritage of Maryland
- II. Maryland as a Geographic Region
- III. Maryland's Economy In a National and World Setting
- IV. Map and Globe Skills

Grade V

Theme: Man In a Changing Society

- I. A Nation Evolves from Immigration
- II. A Nation Emerges Through Conflicts to a World Power
- III. Man and His Government

Additional or Optional Unit

- IV. Scarcity In a Land of Abundance

RATIONALE

Man's knowledge in the past few decades has increased at an explosive rate. Because of this increasing knowledge, our students must be educated to deal with new facts and conditions. Students must learn to cope with the problems brought about by rapid technological change and increased urbanization. Therefore, students must be assisted to acquire the knowledge, value perspectives, and skills needed to meet the challenge of the complexities of modern life.

Inquiry through the Social Studies is one way to meet the problems of the future. We are of the opinion that the Social Studies are a major way by which we help the student to better understand himself and his social environment, and to use this understanding to relate in a meaningful way to present and future conditions. The ultimate goal of Social Studies is to develop a person who can think, behave, and function as a rational human being and responsible citizen. In order to reach this goal, we utilize data abstracted from the Social Science disciplines of history, political

science, sociology, geography, psychology, anthropology, and economics together with the humanities such as literature, art, and music. Through specific technique and by implication, the Social Studies program will be closely interrelated with the total school curriculum.

In order to fulfill the suggested purposes basic to an adequate Social Studies program for Howard County an articulated K-12 program was developed. This Social Studies design is logically arranged in a K-12 sequence, built around the idea of Man as the central theme. Each year the student is exposed to concepts which act as organizers for the year's study. This conceptual design allows for a great deal of flexibility on the part of the teacher who can utilize a great range of historical and social science data in order to support the conceptual structure. By design this arrangement of concepts allows for a coordinated perspective with which to view the study of man through the elementary and secondary school. The emphasis is no longer on content as an end in itself, but on procedures by which students utilize content as a means to an end.

Through effective instructional procedures, we seek to provide our students with methods and techniques that will help them use key understandings in adapting to modern cultural, social, and scientific developments. With the variety of material and resources presented in this guide, the teacher should be able to adapt programs to the range of ability levels in any given classroom. It is suggested that through the use of this guide each child will be offered the means to develop his potential abilities to the fullest.

Teachers are urged to read and keep abreast of current developments in the Social Studies. It is anticipated that teachers will use their own ideas and techniques in adapting this program to their individual situation.

No curriculum guide is ever final. It is suggested that teachers make marginal notes indicating weaknesses and strengths of the units and evaluate them on the form provided. Teachers are urged to share any original material or ideas they have used.

GENERAL OBJECTIVES

(K-12)

The student will demonstrate competencies at all levels of the cognitive, affective, and psycho-motor domains as he engages in the processes of inquiry peculiar to the social studies.

The student through reflective thinking will utilize logical processes of the scientific method by engaging in inductive and deductive thinking.

The student will know the processes and procedures of his immediate, local, state, national, international, and world institutions. He will be able to participate in his society which may promote social change.

The student will receive information about other cultures. After comprehending and synthesizing this information, he will organize, evaluate, and characterize the individuality of these cultures as well as the reciprocal contributions cultures have made to the development of civilization.

The student will respond to, analyze, and evaluate his relationship to and needs from the physical environment.

The student will be encouraged to realize his individuality and role so that he may function with efficiency and direction within the framework of social institutions.

The student will comprehend and value the contributions to his own culture of various racial and ethnic groups.

The student will critically examine the attitudes and judgments which have been expressed about racial and ethnic groups and be able to separate myth from reality.

The student will comprehend, value, and analyze the characteristics of the American Way of Life as a unique expression of institutions and cultures to gain an understanding of the complexities of contemporary society.

GRADE THREE

THEME: MAN AND HIS INSTITUTIONS

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Objectives for Unit II	
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THEME: MAN AND HIS INSTITUTIONS

EXPLANATION OF GRADE THREE PROGRAM

Institutions are the instrumentalities developed by man to meet his needs and resolve problems. The first and second grades have already studied two institutions; the family and community. Our scope in third grade is to analyze more institutions created by man to meet the growing complexities of society. A selection was made of a few of the many possible institutions to study. They were chosen because they appeared to be the most relevant to our particular grade level. The study of these institutions will be reinforced throughout the remainder of the social studies curriculum.

Grade 3 - Unit I

GOVERNMENT

EXPLANATION

In the kindergarten, first grade and second grade, the child gains of his immediate environment. However, the child's interests cannot Children must begin to value people and their achievements in a broad variety of backgrounds must realize that people and their contribution study of government offers a means of expanding the child's environment is necessary for the survival of his culture and understand the part of social living, and that self discipline enables him to live as This unit will indicate that some form of government exists for every the nation.

GOVERNMENT

EXPLANATION

ergarten, first grade and second grade, the child gained a knowledge and understanding of his environment. However, the child's interests cannot be confined to his own community. He must begin to value people and their achievements in a broader context. Children from all backgrounds must realize that people and their contributions are important. Therefore, the school must offer a means of expanding the child's environment. The child will see that government is necessary for the survival of his culture and understand that rules and regulations are a part of living, and that self discipline enables him to live and work with others in harmony. He must indicate that some form of government exists for every institution from the family to

Grade 3 - Unit I

GOVERNMENT

Objectives

1. The student will respond appropriately to specific questions concerning social control, freedom, social responsibilities and problems facing government.
2. The student will construct a simplified chart comparing various elements and functions of the local, state and federal governments.
3. The student will use maps to show various political and physical boundaries.
4. The student will be able to participate in a simulated classroom government established by the pupils themselves.

Grade 3 - Unit I

GOVERNMENT

OUTLINE FOR UNIT I

- A. The Need for Social Control or Government
 - 1. The need for rules and regulations
 - 2. Government and citizenship
 - 3. The resolution of social and economic conflict through government action
- B. A Comparison of Our Governmental Systems
 - 1. A city government
 - 2. Howard County government
 - 3. Maryland government
 - 4. Our federal government
- C. Forming a Government for Our Classroom
 - 1. Deciding on the model or type
 - 2. Ongoing evaluation of the classroom government

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. The need for social control or government

1. The need for rules and regulations

Opener:

"For the next 5 minutes there is no authority in this room. (Teacher sits down) What happened. If children did this was so.

2. The duties and responsibilities of leadership.

Discuss:

authority (sovereignty)
discipline
cooperation

3. The duties, rights, and responsibilities of citizenship.

Ask: What would happen if there wasn't in the

- a. family
- b. school
- c. Cub Scouts or Brownies
- d. city
- e. country

4. Government resolves conflicts and makes interaction easier among people.

Ask: Why are rules needed? What happens when any rule is broken? Is there something besides rules you really want? What rules are good for decisions do you have to make? (Discuss procedures on how to make decisions) Who makes the rules? (Discuss the sources of authority) Who is in charge?

Read about "What are Rules?"

verment

UB-TIME

TEACHING STRATEGIES

al control or government

Opener:

"For the next 5 minutes, there are no rules and there is no authority in this classroom."

rules and regulations

(Teacher sits down) After 5 minutes discuss what happened. If children were perfectly still, ask why this was so.

d responsibilities

Discuss:

authority (sovereignty) freedom
discipline
cooperation

ights, and responsi-
citizenship.

Ask: What would happen if some form of government wasn't in the

- a. family
- b. school
- c. Cub Scouts or Brownie troop
- d. city
- e. country

solves conflicts and
tion easier among

Ask: Why are rules necessary?

What happens when any rules are disobeyed?

Is there something besides rules that keep you from doing things you really want to do? (List these influences).

What rules are good for us at home and in school? What decisions do you have to make within your family?

(Discuss procedures on deciding vacations, rules duties).

Who makes the rules?

(Discuss the sources of authority.) Must someone always be in charge?

Read about "What are Rules?" and "Why do people need rules?"

Grade 3 - Unit I - Government

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

The student will serve as resources.

Role playing a poorly managed family and/or a scout troop.

1. Roles in Groups, Ianni
Rand McNally Social Studies Series
Chicago, (preliminary edition-not
for sale)
2. Social Sciences-Concepts and Values,
level 4, Brandwein Harcourt Brace,
World, New York 1970 "Acting in a
Group" pp 1-32
3. Social Sciences-Concepts and Values,
level 1 Brandwein, Harcourt Brace and
World New York, 1970 "The Rules We
Make" pp 43-56
4. Family Studies, Book One,
Investigating Man's World Scott,
Foresman, 1970 "Why do people need
rules?" pp. 96-119
5. How Rules & Law Help Us Stanek
Benefic Press, Westchester, Ill.
1969 (Uni-Kit)
6. Our Country, Allyn Bacon, Boston
pp. 16-25

For Advanced Students:
Read about early governments. (Egypt, Greece, Rome, England, Colonial America) How Our Government Began King and Bateman, Benefic Press Chicago, 1965 pp 9-39
Regions and Social Needs, Concannon in Social Science, King, Laidlaw
"Governments" pp 245-253

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Sources. Role playing a poorly managed family and/or a scout troop.	
Series n-not nd Values, Brace, in a	
nd Values, Brace and ules We	Teacher should evaluate drawings made by pupil which tell what they can do to keep their families and school well organized.
Scott, le need Stanek Ill. Boston For Advanced Students: Read about early governments.(Cave men,Greece,Rome,England,Colonial America) <u>How Our Government Began</u> , King and Bateman,Benefic Press, Chicago,1965 pp 9-39 <u>Regions and Social Needs</u> , Concepts in Social Science, King,Laidlaw,1968 "Governments" pp 245-253	

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

A. The need for social control or government

Opener:

Discuss- What is freedom?
Do we have freedom?
What guarantees freedom?
What are our rights?
Is there a right to freedom?

Read- "The Bill of Rights"

Discuss- 1. freedom of speech
2. freedom of religion
3. freedom of assembly
4. freedom of press
5. freedom of petition
6. freedom of happiness

Show a copy of the Bill of Rights
"read" it

Read- "The Emancipation Proclamation"
answer-

1. Why was it written?
2. Who wrote it?
3. Why was it written?
4. Did it free the slaves?
5. Do you think it was a good idea? Explain.

Start a vocabulary list with words like:
vote, authority, rules, cooperation

vernment

TITLE

TEACHING STRATEGIES

l control or

Opener:

Discuss- What is freedom?
Do we have freedom?
What guarantees our freedom?
What are our rights?
Is there a difference between rights and freedom?

Read- "The Bill of Rights" pp 70-85

Discuss- 1. freedom of religion
2. freedom of speech
3. freedom of the press
4. freedom to assemble peaceably
5. freedom within your home
6. freedom of "life, liberty, and pursuit of happiness"

Show a copy of the Bill of Rights and have children
"read" it

Read- "The Emancipation Proclamation" pp 70-83

answer-

1. Why was the Emancipation Proclamation written?
2. Who wrote it?
3. Why was it important?
4. Did the Emancipation Proclamation actually free the slaves?
5. Do you think all people should be free? Explain.

Start a vocabulary list. Examples: fair, follow, freedom, vote, authority, discipline, leader, rights, rules, cooperation.

Grade 3 - Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as resources

Make a chart:

We Believe in Freedom
Freedom of speech
Freedom to work
Freedom to meet together

Copy of The Bill of Rights

Voices of Freedom, Randall,
Century Communications, San
Francisco, 1969

"The Bill of Rights" pp 70-75

How Our Government Began
King, Benefic Press, Chicago, 1965
"What is our Bill of Rights?" pp.
67-71

How Documents Preserve Freedom
Reuben, Benefic Press, Chicago, 1964
"What is the Bill of Rights?"
pp 67-68

How Documents Preserve Freedom,
Reuben, Benefic Press, Chicago, 1964
"The Emancipation Proclamation"
pp 70-83

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

ces
Make a chart:
We Believe in Freedom
Freedom of speech
Freedom to work
Freedom to meet together

Teacher should assess
thoughts stated by
students.

75

o, 1965
?" pp.

dom
ago, 1964
?"

Check answers to questions

dom,
ago, 1964
ion"

Teacher should judge state-
ments made in essays "What
freedom means to me?"

Check students' definitions
to words in vocabulary list

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACH

B. A comparison of our governmental systems

1. A city government

Ask: In second grade, you what services do we (Discuss and list).

Teacher should read story Our Working World, the story would suffer if there were

Children write or tell the story.

Reading about a city government

Discuss:

- A. Purpose of government
- B. Government leaders.
- C. Government laws.
- D. Government taxes.
- E. Government problems

Show pictures of services of government (policeman, street cleaner, public health nurse, traffic taxes and services derived

TEACHING STRATEGIES

Ask: In second grade, you studied our community, what services do we get from our community? (Discuss and list).

Teacher should read story of "Claytown" SRA, p.122 Our Working World, the story of how a neighborhood would suffer if there were no taxes.

Children write or tell the ending of the "Claytown" story.

Reading about a city government:

Discuss:

- A. Purpose of government
- B. Government leaders.
- C. Government laws.
- D. Government taxes.
- E. Government problems

Show pictures of services derived from a city government (policeman, street cleaning, fire protection, public health nurse, traffic lights, parks) Discuss taxes and services derived from them.

Grade 3 - Unit I

CONTENT AND MATERIALS

The students will act as resources.
See "Claytown" on p.122 SRA Our Working World, Senesh, Chicago, 1965

"Neighbors at Work" (gr.2)

1. Investigating Man's World: Local Studies by Hanna, Kohn Scott Foresman and Co., 1970 "Are Rules Needed in Local Communities?" pp 102-129
2. How Our Government Helps Us Stanek, Benefic Press, Westchester, Illinois, 1969 (Uni-Kit)
"Our City Government" pp 11-18
3. Our Working World, Cities at Work Senesh, SRA, Chicago, 1967
"The City and Government" pp 132-155
4. Metropolitan Studies Investigating Man's World Hanna, Scott Foresman Glenview, Illinois, 1970 "Why are City Governments Needed?" "How are Metropolitan Communities Governed?" pp.140-179
5. The Making of Anglo-America. The Metropolitan Community, Allyn & Bacon Boston, 1970 "Government in the Metropolitan Community" - Chap. 9

pictures of services derived from local government (pp.118-119) Our Working World, gr.2 Neighbors at Work, SRA Chicago, 1965

VARIANTS IN STRATEGIES
AND CONTENT

Make up a play to demonstrate
"Claytown" (Invite another grade)

Our Working World,
"Neighbors at Work" (gr.2)
Listen to recorded lessons SRA
Lesson 10- "Government in the
Neighborhood."

Literature-Read "The Pied
Piper of Hamelin"

Write Dept. of Commerce, Baltimore
City. Request information on city
government structures.

Draw or make dioramas showing
what would happen if one of
those services was not available.
Make another picture or diorama
to show the services provided by
the government. Divide into 2
groups. Make a display titled
"Goods and Services from Our
Government"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Make up a play to demonstrate
"Claytown" (Invite another grade)

Our Working World,
"Neighbors at Work" (gr.2)
Listen to recorded lessons SRA
Lesson 10- "Government in the
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Piper of Hamelin"

Write Dept. of Commerce, Baltimore
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government structures.

Draw or make dioramas showing
what would happen if one of
those services was not available.
Make another picture or diorama
to show the services provided by
the government. Divide into 2
groups. Make a display titled
"Goods and Services from Our
Government"

1. Teacher will judge stu-
dents' answers to the ques-
tions during the discussion.
2. Teacher should check
answers, as students fill in
the chart:

City Government.

Head of Government (mayor)
How leader is chosen (elected)
Law Making Body (city council)

Services 1. (police protection)
2. (Health services)
3. (fire dept.)

Responsibilities 1. (taxes)
2. (vote)

Current problems
1. (pollution)
2. (housing)
3. (transportation)

3. Teacher judge children's
answers.

Grade 3 - Unit I -Government

CONCEPT-ORIENTED SUB-TITLE

TEACH

2. Howard County Government.

Read about a community th
community project. (to bu

Discuss:

How is the community we r
in Howard County?

List guide questions:

1. Who is in authority?
the Howard County go
2. What is the job of t
is he?
3. Who assists him?
4. Who enforces the law
5. What services does H
6. What is a county sea
7. What responsibilitie
government of Howard

Invite a county official
about county government.

Read about a typical cour
the information with the
Howard County.

TEACHING STRATEGIES

Read about a community that worked together on a community project. (to build a new school)

Discuss:

How is the community we read about like our community in Howard County?

List guide questions:

1. Who is in authority? Where does the power of the Howard County government come from?
2. What is the job of the county executive? Who is he?
3. Who assists him?
4. Who enforces the laws?
5. What services does Howard County provide us?
6. What is a county seat? Where is it?
7. What responsibilities do we have toward the government of Howard County?

Invite a county official to speak to the class about county government.

Read about a typical county government. Compare the information with the facts children know about Howard County.

Grade 3 - Unit I

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT AND MATERIALS

You & the Community, Samford
(Benefic Press) Chicago, 1967
"Government in the Community"
pp 139-151

Know Your County Government-League
of Women Voters
Historical Sketch of Howard County-
(available from Dept. of Education)
Howard County-(available from Dept.
of Education).
Living in Howard County- Md. State
Dept. of Education.
Howard County Charter-available from
Court House (Note: This is a teacher
reference).

resource person- county official
or representative from League of
Women Voters. How Our Government
Helps Us Stanek, Benefic press,
Westchester, Illinois, 1969
"Our County Government" pp 19-25

Language-Write thank
note to the invited

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

rd
67
ty"

at-League

rd County-
ducation)
from Dept.

ed.State

lable from
a teacher

fficial
ague of
ernment
press,
69
p 19-25

Language-Write thank you
note to the invited guest

Check to see if the
questions are answered
correctly.

Teacher should judge
to see if valid com-
parisons are made.

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

2. Howard County Government

Make a collection of articles from the clippings that are involved with government.

Make use of outline maps of Howard County showing rivers, voting districts, the county of interest. Teacher should explain voting districts. Bring out that voting places to vote for local state and children find out where their parent is going on, encourage children to visit their parents.)

Role play 2 opposing candidates for office have the class discuss the candidates.

Read "The Government of Communities"
This tells about:

- | | |
|-----------------------------|----|
| 1. making and changing laws | 4. |
| 2. purpose of taxes | 5. |
| 3. voting | 6. |

Relate each of these topics to Howard County.

Write an essay on "What it means to live in Howard County"

TEACHING STRATEGIES

Make a collection of articles from the newspaper showing the clippings that are involved with government actions.

Make use of outline maps of Howard County. Show boundaries, rivers, voting districts, the county seat, and other points of interest. Teacher should explain about polling places and voting districts. Bring out that voters go to community polling places to vote for local state and federal issues. Have children find out where their parents vote (If an election is going on, encourage children to visit a polling place with their parents.)

Role play 2 opposing candidates for a local office. Then have the class discuss the candidates. Hold a mock election.

Read "The Government of Communities" pp 197-227

This tells about:

- | | |
|-----------------------------|---------------------------------|
| 1. making and changing laws | 4. law enforcement |
| 2. purpose of taxes | 5. taking part in government |
| 3. voting | 6. how government is developed. |

Relate each of these topics to Howard County government.

Write an essay on "What it means to me to live in Howard County"

Grade 3 - Unit I

CONTENT & MATERIALS

Local Newspapers.

Sample Item:

"PETITION FOR TRAILER PARK
ZONING WITHDRAWN

The zoning petition of Abraham Shpak, scheduled for hearing before the Zoning Board Thursday night, has been withdrawn and the hearing postponed indefinitely at the request of the petitioner.

Mr. Shpak's petition involved a little over 16 acres on the east side of the Washington Boulevard at Meadowridge Ave. The requested rezoning was for T-2 a Mobile home park. The property is now zoned M-1 and M-2."

Children will act as resources

The Social Sciences, Concepts and Values, level 3, Brandwein
Harcourt, Brace & World New
York, 1970

The children will act as
resources.

VARIANTS IN STRATEGIES
AND CONTENT

Field trip to Ellicott City, the county seat. Divide into groups to investigate: Court house, police dept., fire dept., county council, new complex of offices (Health Dept.)

Come back to school and share ideas.

Music: Compose original songs and poems about Howard County

Map Study (road map) Show the differences between local, state and federal roads and highways.

Show a zoning map. Explain that the purpose of zoning is to get the best use of the land to benefit the community. Discuss the weaknesses and strengths of zoning plans.

Make a circle graph showing how tax money is spent. (This information comes with tax bill every year)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Field trip to Ellicott City, the county seat. Divide into groups to investigate: Court house, police dept., fire dept., county council, new complex of offices (Health Dept.)

Come back to school and share ideas.

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Map Study (road map) Show the differences between local, state and federal roads and highways.

Show a zoning map. Explain that the purpose of zoning is to get the best use of the land to benefit the community. Discuss the weaknesses and strengths of zoning plans.

Make a circle graph showing how tax money is spent. (This information comes with tax bill every year)

Teacher will judge students' responses to:
"Make a chart comparing the structure of a city gov't and Howard County gov't.

TWO KINDS OF GOVERNMENT.

	CITY	COUNTY
Head of Government	(Mayor)	(County Executive)
How leader is chosen	(elected)	(elected)
Law making body	(city council)	(county council)
Services	(courts) (police) (fire) (parks)	(courts) (police) (fire) (parks) (schools)
Responsibilities	(voting) (taxes)	(voting) (taxes)
Major Problems	(pollution) (housing) (sanitation)	(housing) (sanitation)

Teacher will judge thoughts in essays.

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRAT

3. Maryland government

Ask: What state is Howard
Maryland is agreed upon,
States Map and/or a Mary

Would you think that sta
too? What do you suppos
like? What things have y
governments?

List on the board:

1. Someone in authorit
2. Laws to be made
3. Laws to be enforced
4. Services
5. Responsibilities of
6. Rights and freedoms

Read "Our State Governme
pp. 26-32. (From "The H

Divide the class into gr
library and share the an

1. Who is the governo
governor of Maryl
2. Where are the law
a map. Is it in
3. What services doe
offer us?
4. What recreational
state?

Bring class back togethe
for each question.

TEACHING STRATEGIES.

Ask: What state is Howard County a part of? (When Maryland is agreed upon, point this out on a United States Map and/or a Maryland Map.)

Would you think that states need some form of government, too? What do you suppose our Maryland government is like? What things have you discovered are parts of governments?

List on the board:

1. Someone in authority
2. Laws to be made
3. Laws to be enforced
4. Services
5. Responsibilities of citizens and officials
6. Rights and freedoms.

Read "Our State Government Helps Us" (Benefic Press) pp. 26-32. (From "The How Series" Gr. 1-3)

Divide the class into groups to find many resources from library and share the answers to these questions.

1. Who is the governor? Who was the first governor of Maryland?
2. Where are the laws of Maryland made: Locate it on a map. Is it in Howard County?
3. What services does the government of Maryland offer us?
4. What recreational facilities are supplied by the state?

Bring class back together. Discuss and settle on answers for each question.

Grade 3 - Unit I

CONTENTS & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

U.S. Map and Map of Maryland

Language Arts Skills:

Children should know how to use:

- 1- an index
- 2- a table of contents
- 3- encyclopedia
- 4- dictionary

How Our Government Helps Us (Benefic
Press) pp. 26-32. (From "The How
Series" Gr.1-3.)

Newspapers.

Library books- suggested-
All About Our 50 States by Ronan
(Random)

The Look Up Book of 50 States --
Lauber (Random)

Picture Book of Maryland-Bailey
(Albert Whitman & Co.)

My Maryland-Kaessman
(Maryland Historical Society)

Students will act as resources.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Language Arts Skills:

Children should know how to use:

- 1- an index
- 2- a table of contents
- 3- encyclopedia
- 4- dictionary

(Benefic
e How

Ronan

es —

lley

y)

ces.

Teacher will judge the
accuracy of the answers
to the questions.

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACH

3. Maryland government (continued)

Write to the G
concerning or
(or ask for sp

Show filmstri

(Note: This c
Map S

1. Locati
2. Measur
3. Reading
4. Reading
5. Reading
6. How We
Stanek

Use an outlin
or wall map a
Ellicott City
review from p
mation on inc

Invite state
concerning th

Make an activ
state governm

TEACHING STRATEGIES.

ued) Write to the Governor about a current problem concerning or pertaining to the children's interest. (or ask for specific information about Maryland).

Show filmstrip - "Historic Annapolis". Discuss.

(Note: This could be a place for map study:
Map Study Filmstrips:

1. Locating Places on Maps FS-65.
2. Measuring Distance on Maps FS-64
3. Reading Physical Maps FS-66.
4. Reading Directions on Maps FS-63.
5. Reading Maps-F80 (11 min.-color)
6. How We Use Maps & Globes
Stanek, Benefic Press 1968

Use an outline map on overhead projector of Maryland or wall map and locate- Annapolis, Howard County, Ellicott City. (Howard County and Ellicott City a review from previous study) Children fill in information on individual outline maps.

Invite state trooper to talk with the children concerning the enforcement of the laws.

Make an activity book about services of the state government.

Grade 3 - Unit I

CONTENTS & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Filmstrip "Historic Annapolis"
(available in school libraries)

Role playing:

Pretend you are a reporter.
Interview the "governor"

or

Pretend you are law makers
trying to get a traffic light,
or sidewalk for the solution
of a problem of your choice
in your neighborhood.

Make a mural of the services
offered by the state of
Maryland.

Make or gather pictures of
the types of jobs that people
work for the state do.
Identify each type of
position.

Language: Write "thank you"
letters to state trooper.

Music:

Song-"Maryland, My Maryland."

Head
of Go

How
leader
is
chose
Law-l
ing b

Place
where
is ho

Servi

respo
sibil
ities

majo
probl

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Role playing:

Pretend you are a reporter.
Interview the "governor"

or

Pretend you are law makers
trying to get a traffic light,
or sidewalk for the solution
of a problem of your choice
in your neighborhood.

Teacher will judge chart
comparing the government
of Howard County, a city
government and Maryland
government.

Make a mural of the services
offered by the state of
Maryland.

Make or gather pictures of
the types of jobs that people
work for the state do.
Identify each type of
position.

Language: Write "thank you"
letters to state trooper.

Music:

Song-"Maryland, My Maryland."

	GOVERNMENTS		
	City	County.	State
	Baltimore	Howard Co.	Maryland
Head of Gov.	Mayor	county executive	governor
How leader is chosen	elected	elected	elected
Law-Making body	city council	county council	general assembly
Place where gov. is housed	City Hall (within the city)	Court House Ellicott City county seat	State House Annapolis (capitol)
Services	parks police fire courts public health	parks police fire courts public health	road work parks public health police
responsibilities	voting taxes	voting taxes	voting taxes
major problems	pollution mass.trans. housing.	housing sani- tation	crime control sanitation roads

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACHING ST

4. Federal government.

Show a picture of the F
Have pupils discuss who
things they would like

Divide class into group

1. What are the Pre
2. How is a Preside
3. What qualificati
before becoming

(If this is an election
gone into more thorough

Teacher presents some

federal
cabinet
Congress
Senate
House of Rep
congressman

Discuss pronunciation
"What is Federal Govern
correct. After reading
word and its meaning r
government.

Note the three branches

Complete chart:

Branches

Legislative (makes la
Executive (carries out
Judicial (enforces and

TEACHING STRATEGIES.

Show a picture of the President of the United States. Have pupils discuss who he is and form questions on things they would like to find out about the President.

Divide class into groups to answer such questions as:

1. What are the President's duties?
2. How is a President chosen?
3. What qualifications must a person have before becoming a President?

(If this is an election year, this topic could be gone into more thoroughly.)

Teacher presents some "mystery words"

federal
cabinet
Congress
Senate
House of Representatives
congressman

Discuss pronunciation and possible meanings. Read "What is Federal Government" to see if you are correct. After reading is completed, discuss each word and its meaning relating to the federal government.

Note the three branches of the federal government

Complete chart:

Branches of Government.

Legislative (makes laws)
Executive (carries out laws- manages government)
Judicial (enforces and interprets laws)

Grade 3 - Unit I

CONTENTS & MATERIALS.

Picture of President of United States
Making of Anglo America-The Metropolitan
Community Allyn-Bacon, 1970 p.128

Encyclopedia

Look Up Book of the 50 States-Lauber
(Random)

Newspapers

Magazines

The Book of Presidents pamphlet

Other Library books on Presidents.

How We Choose a President- Gray
(St.Martin's Press)

Electing A President-Bradley (D.
Van Norstrand Co.)

How Our Government Helps Us. Stanek,
Benefic Press, 1969

"What is Federal Government?"pp33-40

The Metropolitan Community-The Making
of Anglo-America, Allyn-Bacon,1970 pp.135
137.

How Documents Preserve Freedom, Reuben,
Benefic Press,Chicago,1964.

"Branches of Government"p. 64

How Our Government Began

King,Benefic Press,Chicago,1965

"What are the three branches of Our
Government?" pp 74-76

VARIANTS IN STRATEGIES
AND CONTENT

Language Arts-children should be
able to use a table of contents
and index,encyclopedia and dic-
tionary:

Using the Encyclopedia FS-11

Using the Dictionary FS-10

Encyclopedia-How to Use It.
(Compton) FS-138

Encyclopedia Skills-Look It
Up(World Book) FS-137

Transparencies

TR-I Know Your Encyclopedia

TR-2 Encyclopedia Skills

TR-8 Encyclopedia Skills

TR-3 Dictionary Skills

Have students write a para-
graph called "The President
of the U.S.A." Include in-
formation based on 3 questions.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

United States The Metropolitan 1970 p.128	Language Arts-children should be able to use a table of contents and index, encyclopedia and dic- tionary: <u>Using the Encyclopedia FS-11</u> <u>Using the Dictionary FS-10</u>	Teacher will judge the paragraph called "The President of the U.S.A." Include information based on three questions.
States-Lauber	<u>Encyclopedia-How to Use It.</u> (Compton) FS-138	
amphlet	<u>Encyclopedia Skills-Look It</u> <u>Up(World Book) FS-137</u>	
residents. t- Gray	<u>Transparencies</u> TR-1 Know Your Encyclopedia TR-2 Encyclopedia Skills TR-8 Encyclopedia Skills TR-3 Dictionary Skills	
adley (D. Us. Stanek,		Teacher will judge the vocabulary list of words related to the federal government.
ent?"pp33-40	Have students write a para- graph called "The President of the U.S.A." Include in- formation based on 3 questions.	
ty-The Making Bacon,1970 pp.135		
Freedom, Reuben, 64. p. 64		
n ago,1965 ches of Our		

Grade 3 - Unit I - Government.

CONCEPT-ORIENTED SUB-TITLE

TEACHING

4. Federal Government
(continued)

Review (Oral)
Explain briefly about
President
Vice President
Cabinet
Senate
House of Representatives
"The Supreme Court is
ment. It is the highest
film about the Supreme
this Court?"
(list) (show
Check to see what ques
for those that are not
Services derived from t
The government has man
Bureaus or departments
Post Office Departme
Bureau of Publicatio
Department of Health
Census Bureau
Federal Bureau of In
Federal Reserve
Department of Defens
Bureau of Standards
Bureau of Internal R
United States Weathe
(Bureaus are subdivisi
Divide children into
which to make a repo
Suggestions: Show Film
Read-Paper Money-the
graving. Read--Taxes
Make a list of servic
Services We Get From
Printing money
Defending our coun
Operating the Post
Protecting Health
Aiding Schools
Law Enforcement.

TEACHING STRATEGIES

Review (Oral)

Explain briefly about the role of:

President

Vice President

Cabinet

Senate

House of Representatives

"The Supreme Court is an important part of the Federal Government. It is the highest court in the nation. Today we will see a film about the Supreme Court. What questions do you have about this Court?"

(list) (show film—Supreme Court—F-17)

Check to see what questions have been answered. Make assignments for those that are not answered.

Services derived from the Government.

The government has many sub-divisions called Federal Agencies, Bureaus or departments.—Some of these are:

Post Office Department

Bureau of Publications

Department of Health, Education and Welfare

Census Bureau

Federal Bureau of Investigation (F.B.I.)

Federal Reserve

Department of Defense

Bureau of Standards

Bureau of Internal Revenue

United States Weather Bureau

(Bureaus are subdivisions of the Agencies or Departments)

Divide children into groups. Choose one or more agencies on which to make a report.

Suggestions: Show Filmstrip on "The Post Office"

Read—Paper Money—the story of the Bureau of Printing and Engraving. Read—Taxes (Internal Revenue)

Make a list of services derived from each department or agency

Services We Get From the Federal Government.

Printing money

Defending our country

Operating the Post Office

Protecting Health

Aiding Schools

Law Enforcement.

Grade 3 - Unit I

CONTENT & MATERIALS

Student Resources and library books on government. (Ask librarian to pull books on government to keep in your classroom.)

Samples:

What Does a Congressman Do?

The Congress--Johnson(Wm.Morrow & Co.)

The First Book of Congress, Coy
(Franklin Watts, Inc.)

Film: Supreme Court - F-17.

All About Courts and the Law
Brindze (Franklin Watts, Inc.)

References:

Write for Government Publications

Many library books available.

Filmstrip:

Post Office FS--46

Learning About Our Country (Allyn & Bacon) p. 247-249

People and Their Actions in Social Roles Man in Action Series
(Prentice Hall) p. 74-75

VARIANTS IN STRATEGIES
AND CONTENT

Write--"What I would do if I were President"

or

"If my father were President."

Film: Congress F-73
(Jr.High level)

Through a class letter, invite someone who knows a good deal about the United States Government. Have the class develop a set of questions to ask the guest.

Other References:

The Capitol and Our Lawmakers
and The White House and the Presidency by Miers, Merrill
Books, Inc., 1965

Literature--Read about famous Americans.

Write original newspaper article about government happenings and issues.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Write--"What I would do if I were
President"

or

"If my father were President."

Check answers to
questions on the
Supreme Court.

Film: Congress F-73
(Jr.High level)

Through a class letter, invite
someone who knows a good deal
about the United States Govern-
ment. Have the class develop a
set of questions to ask the guest.

Other References:

The Capitol and Our Lawmakers
and The White House and the
Presidency by Miers, Merrill
Books, Inc., 1965

Literature--Read about famous
Americans.

Write original newspaper articles
about government happenings and
issues.

Teachers judge the
accuracy of reports

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

4. Federal Government

Keep a class scrapbook of
to the functions of govern

Group work:

Divide the class into groups
choose a leader. Find out
of the U.S. Government
Bald Eagle, Uncle Sam, the
Liberty Bell, Elephant and
Justice, and others).

Make a picture of each. (1)

Answer the following questions

1. How did this symbol
2. What does it mean?
3. When was the symbol

Projects:

Make a mural, bulletin
or "movie" of the symbol

Our Nation's Capitol is Washington
Our President, lawmakers and
work here. There are also
and monuments that have to

Locate Washington on a map

Read--WASHINGTON, D.C. For
are to answer as they read

Ask children to bring in pictures
Washington to share with the

Unit I - Government

UNITED SUB-TITLE

TEACHING STRATEGIES.

Government

Keep a class scrapbook of current events pertaining to the functions of government.

Group work:

Divide the class into groups. Have each group choose a leader. Find out about the symbols of the U.S. Government (Old Glory, Great Seal, Bald Eagle, Uncle Sam, Statue of Liberty, Liberty Bell, Elephant and Donkey, Blind Justice, and others).

Make a picture of each. (Designate the size)

Answer the following questions:

1. How did this symbol come to be?
2. What does it mean?
3. When was the symbol first used?

Projects:

Make a mural, bulletin board display, class booklet or "movie" of the symbols.

Our Nation's Capitol is Washington, D.C.

Our President, lawmakers and many government officials work here. There are also many important buildings and monuments that have to do with our government.

Locate Washington on a map.

Read--WASHINGTON, D.C. Form questions that children are to answer as they read. Share results.

Ask children to bring in post cards and souvenirs from Washington to share with the class.

Grade 3 - Unit I

CONTENT AND MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

Newspaper Clippings

Encyclopedia
American Symbols, Lehner

People and the Actions in
Social Roles (People in
Action Series) p 82-98
(Prentice Hall)

Music-patriotic songs

Our Country, Eibling,
Laidlaw, Summit, New Jersey, 1965
"Symbols of America" pp.49-54

Art Supplies.

United States Wall Map
Our Country Allyn-Bacon, 1970
"The Capital of Our Country"
pp 40-61

Learning About Our Country
Allyn & Bacon Boston
pg.237-246 "Washington, D.C."

Visit Washington, D.C.
(Capitol, F.B.I. Building,
White House, etc.)

Students' materials from home.

IALS.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Music-patriotic songs

Teacher should judge
accuracy of reports
and projects

ey, 1965
9-54

n, 1970
ntry"

try
D.C."

m home.

Visit Washington, D.C.
(Capitol, F.B.I. Building,
White House, etc.)

Check answers to the
children's questions

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRA

4. Federal Government

Class Problem: What res
our gove

Discuss: "One way we can
about candidate
our right to vo

Write the word VOTE on
to explain how and why
answers.

Questions:

1. When is Election
2. What happens on E
3. What is a candida
4. Why is there more

Teacher should read stor
Discuss
Have children make up and
about mock elections.

Class Problem: What responsibilities do we have to our government?

Discuss: "One way we can be good citizens is to learn about candidates and issues, and then exercise our right to vote."

Write the word VOTE on the blackboard. Ask children to explain how and why people vote. Read to find the answers.

- Questions:
- 1. When is Election Day?
 - 2. What happens on Election Day?
 - 3. What is a candidate?
 - 4. Why is there more than one candidate?

Teacher should read story "The Voters Choice".
Discuss
Have children make up and interpret tables about mock elections.

Grade 3 - Unit I

CONTENTS AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENTS

RESPONSIBILITIES:

How Our Government Helps Us,
Benefic Press, p. 41-47 "We are
Proud of Our Government
Learning About Our Country,
Allyn & Bacon, p. 261-272
How Rules & Laws Help Us,
Benefic Press, p. 42-47, "We
Are Good Citizens"

VOTING:

Learning About Our Country
p. 267, "Election Day"
How Our Government Helps Us
p. 4, "Learning About Government"
Let's Go to Vote, McCarthy
G.P. Putman's Sons
The First Book of Elections.
Lindop (Franklin Watts, Inc.)

THE VOTERS CHOICE:

SRA--Our Working World
resource unit, p. 182,
Neighbors at Work - Grade 2

Children will act as resources

Math: Make graphs and tables
about election results
and public opinion poll
Art: Make campaign signs

VARIANTS IN STRATEGIES
AND CONTENTS

EVALUATION

Teacher will judge the
remarks made during
the discussion and check
answers to questions.

Math: Make graphs and tables
about election results
and public opinion polls.
Art: Make campaign signs

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

4. Federal Government (continued)

Sample:

VOTES FOR GOVERNOR:

County 1	Mr. A 400
----------	--------------

County 2	200
----------	-----

County 3	600
----------	-----

County 4	300
----------	-----

County 5	800
----------	-----

Date _____

Questions:

1. How many voters wanted Mr.
2. In County 1, what candida
3. Which county gave Mr.C. t
4. Who won the election?

Invite a parent or someone from
Voters who is a volunteer politi
why it is important to be inform
candidates' ideas. Bring out th
needed as voters to be sure the
peoples' choice.

Develop chart: Volunteers--
help spread information abo
remind people to vote
help some people get to the

TEACHING STRATEGIES

Sample:

VOTES FOR GOVERNOR:

	Mr. A	Mr. B	Mr.C.
County 1	400	450	700
County 2	200	500	500
County 3	600	500	500
County 4	300	400	400
County 5	800	250	600

Date _____ By _____

Questions:

1. How many voters wanted Mr.A? Mr.B? Mr.C?
2. In County 1, what candidate got the most votes?
3. Which county gave Mr.C. the most support?
4. Who won the election?

Invite a parent or someone from the League of Women Voters who is a volunteer political worker to explain why it is important to be informed about the candidates' ideas. Bring out that many people are needed as voters to be sure the winner is the peoples' choice.

Develop chart: Volunteers--

- help spread information about candidates
- remind people to vote
- help some people get to the polls.

Grade 3 - Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENTS

Table

Resource person.

Role playing--pretend you are a candidate running for a particular office. Prepare a 3-minute speech telling what you will do if you are elected. If possible, child may tape his speech.
Class should discuss the idea of 2 or more opposing candidates. Have a debate about the ideas.

VARIANTS IN STRATEGIES
AND CONTENTS

EVALUATION

Role playing--pretend you are a candidate running for a particular office. Prepare a 3-minute speech telling what you will do if you are elected. If possible, child may tape his speech. Class should discuss the idea of 2 or more opposing candidates. Have a debate about the ideas.

Teacher should judge how well children construct and interpret table, check answers to questions.

Appraise

Written thank you letters to resource persons. They should include facts learned from the visit.

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING S

4. Federal Government

Assign:

Problems of the Federal Government.

Discuss:

Problems Unique to the Federal Government.

1. Dealing with other countries.
2. War and conflict.
3. Updating the Postal system.

(Add current problems and how deeply to go into them.)

TEACHING STRATEGIES.

Assign:

Problems of the Federal Government.

Discuss:

Problems Unique to the
Federal Government.

1. Dealing with other countries.
2. War and conflicts
3. Updating the Postal system.

Problems Shared With
States

1. Educational needs
2. Housing
3. Fighting Crime
4. Civil Rights
5. Poverty
6. Air & Water Pollution.
7. Public Health

(Add current problems. Teacher use judgment as to
how deeply to go into these problems)

Grade 3 - Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGY
AND CONTENT

Weekly Reader articles
Newspaper articles.

Teacher references:

1. Our Polluted World
An American Education Publications
(Unit Book, 1968 (25¢ each)
2. Public Affairs pamphlets.
381 Park Ave., South
New York, New York 10016

#374 Can We Save Our Cities
#413 New Ways to Better Communities
#403 The Battle for Clean Air
#396 Fair Play in Housing
#85 The Races of Mankind
#398 Poverty in the U.S.A.
#393 A New Look at Our Crowded World
3. Conserving Our Waters and Cleaning Air
study unit for gr.10,11,12 -
American Petroleum Institute
1271 Avenue of the Americas
New York, N.Y. 10020

Unit I

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Reader articles
- articles.

References:

Polluted World
African Education Publications
Book, 1968 (25¢ each)

Public Affairs pamphlets.
Park Ave., South
York, New York 10016

Can We Save Our Cities
New Ways to Better Communities
The Battle for Clean Air
Fair Play in Housing
The Races of Mankind
Poverty in the U.S.A.
A New Look at Our Crowded World

Serving Our Waters and Cleaning Air
Study unit for gr.10,11,12 -
American Petroleum Institute
Avenue of the Americas
York, N.Y. 10020

Teacher judge the
children's statements.

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING

4. Federal Government

Teacher

based

studied

C- Forming a government for
our classroom.

Help
govern
the fo

Guide qu

1. What
2. Why
3. What
4. How
5. What
6. What
7. How

Make can
Language
would no
Write ca
Give ora
articles
election

TEACHING STRATEGIES.

Teacher should administer tests,
based on comparisons of the governments
studied.

Help class to decide if a classroom
government is needed. If so, decide on
the form.

Guide questions:

1. What officers are needed?
2. Why are officers needed?
3. What is the duty of each officer?
4. How should we choose our officers?
5. What qualifications should the officers possess?
6. When and how shall we vote?
7. How can we be sure that the votes will be counted fairly and accurately?

Make campaign posters about class candidates.

Language: Write essays on why I would (or
would not) like to be a class officer.

Write campaign speeches.

Give orally or record on tape. Write newspaper
articles telling about the candidates and
election for school publication.

Grade 3 - Unit I Government.

CONTENT AND MATERIAL.

VARIANTS IN STRATEGIES
AND CONTENT

1. Give class
Federal, state

Government
Local? State
Which word
state or federal

1. Post Office
2. President
3. County
4. Senator
5. Your Teacher
6. State
7. County
8. Your President
9. School

10. Garbage
11. Fireman
12. Vice President
13. Soldier
14. F.B.I.
15. Road worker
16. National
17. Mayor
18. City Council

2. Develop a chart
and federal government
Fill in the spaces

Level of Gov't	Heads of Gov't.	How leaders are chosen	City where government centered
Federal	(President)	(chosen by citizens)	(Washington, the capital)
State	(governor)	(chosen by citizens)	(Annapolis, state capital)
County	(county exec.)	(chosen by citizens)	(Ellicott City, county seat)
City	(Mayor)	(chosen by citizens)	(City Hall in the city)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION.

1. Give classification exercise in Federal, state, county and city workers.

Government Workers:

Local? State? Federal?

Which worker works for the local, state or federal government?

1. Post Office Worker (federal)
2. President of the U.S. (federal)
3. County Councilman (county)
4. Senator (federal) (State)
5. Your Teacher (county)
6. State trooper (state)
7. County Executive (county)
8. Your Principal (county)
9. School Superintendent (state or county)
10. Garbage collector (county) (city)
11. Fireman (county, city)
12. Vice President of the U.S. (federal)
13. Soldier (federal)
14. F.B.I. Agent (federal)
15. Road worker (state or county)
16. National Guardsman (federal)
17. Mayor (city)
18. City Councilman (city)

2. Develop a chart comparing local, state and federal governments.

Fill in the spaces left blank on chart.

Level of Gov't	Heads of Gov't.	How leaders are chosen	City where government is centered	Services	Responsibilities
Federal	(President)	(chosen by citizens)	(Washington, D.C. the capital)		
State	(governor)	(chosen by citizens)	(Annapolis, state capital)		
County	(county exec.)	(chosen by citizens)	(Ellicott City county seat)		
City	(Mayor)	(chosen by citizens)	(City Hall in the city)		

Grade 3 - Unit I - Government

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

5. Forming our own classroom government.

Hold a class election to elect a president, secretary and treasurer, including speeches, rallies

After a class election - - -

Have the class officers and students set standards and routines, and plan parties, trips, etc. - - -

TEACHING STRATEGIES.

Hold a class election to choose a president, vice-president, secretary and treasurer. Have a campaign including speeches, rallies, etc. Have secret ballots.

After a class election - - - -

Have the class officers and class members set up standards and routines, and plan for class parties, trips, etc. - - - if applicable.

Grade 3 - Unit I

CONTENT AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Conduct a public opinion poll
regarding issues of the election.

Music: Make up campaign songs.

Math: Make graphs and tables
about election results.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Conduct a public opinion poll
regarding issues of the election.

Observe children as they
conduct their election.

Music: Make up campaign songs.

Observe to see if demo-
cratic procedures are
followed throughout
the year.

Math: Make graphs and tables
about election results.

Grade 3 - Unit II - Transportation and Communication, as Institutions

TRANSPORTATION AND COMMUNICATION, AS INSTITUTIONS

EXPLANATION

Transportation and communication are institutions that are intricately related to the community and the child's mode of living. The acceleration of change in transportation and communication has had a deep effect upon all the people of the world. Improvements in transportation and communication have brought cultural areas into closer contact, thus encouraging a world society.

In this unit, we will identify various means of transportation and communication, trace the development of transportation and communication, show how man depends on these institutions, and explore how transportation and communication are involved in the process of change.

Grade 3 - Unit II - Transportation and Communication, as Institutions

TRANSPORTATION AND COMMUNICATION, AS INSTITUTIONS

OBJECTIVES

1. Through a discussion concerning how people communicate, and given sufficient information, the student will utilize the data provided to state that man uses many ways to communicate in order to gain information or entertainment.
2. Given appropriate materials on early types of transportation and communication, the student will develop a chart or time line showing how major inventions and developments have provided improvements or modifications.
3. The student will demonstrate correct usage of the telephone and directories by using a model of the instrument and sample books.
4. Through a visit to the post office, the student will be able to state how a post office operates and identify terms used in the sending and receiving of mail (post marks, special delivery, R.F.D., parcel post, insured packages, money orders, etc.). As a related activity, the student will write a letter and mail it.
5. Given a newspaper, the student will be able to identify the various parts of a newspaper such as news articles, feature articles, editorials, want ads, advertisements, and cartoons.
6. Through a panel discussion, the student will be able to discuss the benefits and problems created by the advancements made in transportation and communication.
7. Given sufficient information, the student will be able to use maps to locate places and trace routes (trade routes, airline routes, shipping lanes, railroad and truck routes) concerning important developments related to transportation and communication.

Grade 3 - Unit II - Transportation and Communication, as Institutions

TRANSPORTATION AND COMMUNICATION, AS INSTITUTIONS

OUTLINE FOR UNIT II

A. Communication as an Institution

1. Early forms of communication
2. The United States mail
3. Newspapers and printed matter
4. Telephone communication
5. Other forms of communication

B. Transportation as an Institution

1. By land
2. By water
3. By air
4. In space

C. Problems Created by Our Present Day Transportation and Communication

1. Mass transportation
2. Improved highways
3. News media reporting
4. Outmoded postal system

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

Transportation and Communication,
as institutions

Opener:

Show films to a
transportation.
these films (su
under titles:

"Communi

Put this in the
prominent place
progresses.

Have children m
bulletin board
and Communicati

Have children b
and communicati
definitions may

Transportation and Communication, as Institutions

STED SUB-TITLE

TEACHING STRATEGIES

Communication,

Opener:

Show films to arouse interest in communication and transportation. Have children classify items in these films (such as telephone, auto, jet, telegraph) under titles:

"Communication"

"Transportation"

Put this in the form of a chart. Display in a prominent place, and add to the chart as the unit progresses.

Have children make or bring in pictures and start a bulletin board or picture booklets on Transportation and Communication.

Have children begin a definition describing transportation and communication (as the unit progresses, these definitions may be changed or have additions).

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Films:

- F-4 - Development of Communication
- F-29- Development of Transportation

Discuss "How did transportation
and communication help you today?"

Chart paper.

Art materials.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Discuss "How did transportation
and communication help you today?"

Teacher should check the
chart with pupils.

Teacher should judge accuracy
of definitions.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

A. Communication as an institution.

Have on board

1. Early forms of communication

1. What language

- a. Man has always used varied means to communicate.

your home

2. Why should

3. What other

available

etc.)

- b. Early communication was slow and rather ineffective as compared to today's communications.

Ask:

How do you

ago were able

Let's find out

Teacher should

Began and Ch

for children

Indian commu

communicatin

Ask:

How can we

Have children

Communicatio

Community, p

pp. 142-144

Draw picture

ation and Communication, as Institutions

B-TITLE

TEACHING STRATEGIES

Institution.

Have on board these questions -

ommunication

1. What language or languages are spoken in your home?
2. Why should we learn to read and write?
3. What other means of communication are available to us? (T.V., radio, newspaper, etc.)

ys used varied
nunicate.

Ask:

How do you suppose that people who lived long ago were able to communicate with each other?

Let's find out if we are right. (See reference.)

ication was slow
neffective as
today's
ns.

Teacher should read Chapter 1 - The Way Communication Began and Chapter 2 - In Early Days. Tell or rewrite for children the story about cavemen, early American Indian communications, and medieval ways of communicating.

Ask:

How can we find more information on early communication? Have children read - Early Communication from How Communication Helps Us, pp. 6-11, You and the Community, pp. 106-111, or Exploring Our Needs, pp. 142-144.

Draw pictures of early ways of communicating.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as resources.

Discuss various dialects around the United States. Listen to Mary Had a Little Lamb from The Georgia Anthropology Study Project, Department of Education, Atlanta, Georgia. This record demonstrates various dialects of the United States.

List ideas on chart.

- grunts
- gestures
- drawing
- speaking
- sign language
- signals
- runners
- messengers on horseback, etc.
- alphabet
- books

Discuss ways of speaking at home and in school. Why are both accepted?

Set up a class library of books and pamphlets on communication.

(These should be the childrens' ideas.)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Sources.

Discuss various dialects around the United States. Listen to Mary Had a Little Lamb from The Georgia Anthropology Study Project, Department of Education, Atlanta, Georgia. This record demonstrates various dialects of the United States.

Teacher should judge the statements made by students during the discussion. The students should conclude that we use many ways to communicate.

Discuss ways of speaking at home and in school. Why are both accepted?

Evaluate the list of ideas made up by the children.

Set up a class library of books and pamphlets on communication.

Feedback, etc.

childrens' ideas.)

Evaluate pictures drawn by students of early types of communication.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACH

- c. Communications improved as time went on.

Have children make a list of ways to communicate.

Example: How Early Man

1. Growls, grunts, sounds
2. Movements and signs
3. Facial expressions
4. Drawing pictures of things (runners and animals)
5. Drawing symbols for things on tablets and early books
 - a. Chinese language
 - b. Hieroglyphics
6. Letters and words on tablets, papyrus and paper
 - a. Egyptians.
 - b. Greeks
 - c. Roman
7. Maps and charts.
8. Letters, books, newspapers.
9. Posters.
10. Newspapers.

Compare this list to the list made before they read the material.

TEACHING STRATEGIES

oved as

Have children make a list of some early ways used to communicate.

Example: How Early Man Communicated

1. Growls, grunts, screams.
2. Movements and signs with hands.
3. Facial expressions.
4. Drawing pictures and carrying messages (runners and animals).
5. Drawing symbols for words on animal skins, tablets and early forms of paper.
 - a. Chinese language.
 - b. Hieroglyphics of Egypt.
6. Letters and words on stone, clay or wooden tablets, papyrus and metal blocks.
 - a. Egyptians.
 - b. Greeks
 - c. Roman
7. Maps and charts.
8. Letters, books, in the form of a scroll.
9. Posters.
10. Newspapers.

Compare this list to the list made by the children before they read the materials.

Grade 3 - Unit II

CONTENT & MATERIALS

Teacher resource -

Communication: From Cave Writing to Television by Batchelor (Harcourt, Brace & World, Inc.

How Communication Helps Us - from Transportation & Communication
Uni-Kit C

Benefic Press

You and the Community, Samford-Benefit Press

Exploring Our Needs, McIntire, Follett Educational Corp.

VARIANTS IN STRATEGIES
AND CONTENT

Play "Whisper Game."

First child whispers sentence. Sentence is repeated from child to child. Last child says sentence out loud. See how message has changed.

Learn different ways the Indians communicated from library books or encyclopedia.

Make up classroom sign language or draw Indian designs that stand for words.

Dramatize the "crying out of news" such as minstrels who would sing the news, town criers, bell signals, flag messages, light houses.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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Sentence is repeated from child
to child. Last child says sen-
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Make up classroom sign language
or draw Indian designs that stand
for words.

Dramatize the "crying out of news"
such as minstrels who would sing
the news, town criers, bell signals,
flag messages, light houses.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACH

c. Communications improved as
time went on. (Continued)

Locate the places where
developments took place.

Examples:

China (language)
Egypt (hieroglyphs)
(papyrus)
Greece (tablets)
(alphabet)
Rome (scrolls)
(alphabet)
Germany (printing)

Ask:

How do we still use
communication today?

Show film F-11 - Communication
(from Indians' smoke signals)

Discuss these questions

1. What are some of the
used to communicate?
2. What early means of
3. Which ones have been
4. What are the newest

Transportation and Communication, as Institutions

ORIENTED SUB-TITLE

TEACHING STRATEGIES

Communications improved as
time went on. (Continued)

Locate the places where important communication
developments took place.

Examples:

China (language)
Egypt (hieroglyphics)
 (papyrus)
Greece (tablets)
 (alphabet)
Rome (scrolls)
 (alphabet)
Germany (printing press)

Ask:

How do we still use some of these means of
communication today?

Show film F-11 - Communication for Beginners
(from Indians' smoke signals to television).

Discuss these questions in relation to the film.

1. What are some of the ways that people first
used to communicate?
2. What early means of communication do we still use?
3. Which ones have been improved?
4. What are the newest ways to communicate?

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

World Map - Teacher refer
to Communication: From Cave
Writing to Television.

Make x's on desk copies of world
map to show where important communi-
tions development began.

NOTE: (This may be a good time to work on
map skills.)

1. Map Skills Project Books, I, II
by editors of Scholastic Magazine
and Scholastic Book Services.
2. Map Skills for Today, My Weekly
Reader Practice Book, American
Education Publications, Education
Center, Columbus, Ohio 43216

Discussion

Make a scrapbook of the different kinds
of paper in use today (writing paper,
drawing paper, tissue, sand, wall paper,
cardboard, etc.)

Film F-11 (Communication for
Beginners) Central Office

EARLY COMMUNICATION

SUGGESTED TEST:

TRUE OR FALSE

- _____ 1. Very early people had no
language.
- _____ 2. Some people used pictures
to tell stories.
- _____ 3. As people started a language,
communication improved.
- _____ 4. Smoke signals were an early
form of transportation.
- _____ 5. African drummers have been
able to send stories from
one village to another.
- _____ 6. The Vikings often used an
animal horn as a form of
communication.

VARIANTS IN STRATEGIES AND CONTENT

EVALUATION

Make x's on desk copies of world map to show where important communications development began.

NOTE: (This may be a good time to work on map skills.)

1. Map Skills Project Books, I, II, III by editors of Scholastic Magazines and Scholastic Book Services.
2. Map Skills for Today, My Weekly Reader Practice Book, American Education Publications, Education Center, Columbus, Ohio 43216

Make a scrapbook of the different kinds of paper in use today (writing paper, drawing paper, tissue, sand, wall and cardboard, etc.)

Judge the appropriateness of riddles made up by children about early communication.

EXAMPLES:

What was the main warning for danger in a town? (The Indians also used this as a danger signal.)

Answer

Fire on a high point.

Develop a true-false test on the early means of communication.

EARLY COMMUNICATION

GESTED TEST:

E OR FALSE

1. Very early people had no language.
2. Some people used pictures to tell stories.
3. As people started a language, communication improved.
4. Smoke signals were an early form of transportation.
5. African drummers have been able to send stories from one village to another.
6. The Vikings often used an animal horn as a form of communication.

7. The American Indians are famous for using papyrus as a way to communicate.
8. The Chinese people are famous for sending smoke signals as a way to communicate.
9. Books were developed during the Middle Ages.
10. We still use some forms of early communication (such as the drum and horn) to communicate today.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACH

2. The United States Mail

- a. The delivery of mail has changed and improved.

Topic: Messages We Receive

Background reading - Ch. 1
Teacher retells how mail roads developed.

Also P-67, How Were Messages

Read story Riding the Pony

Discuss: How did the Pony have problems? Why is it no longer used?

Write a class story about the Pony and illustrate the story.

- b. Mail is used as an everyday way of written communication.

Show and discuss pictures of postal workers.

Guide Questions -

1. What happens to a letter in a mailbox?
2. How is mail delivered to different areas?
3. What benefits do we get from mail?
4. What problems do mail carriers have?
5. What problems does the mail have?

TEACHING STRATEGIES

Topic: Messages We Read - Mail, Newspapers, Books

Background reading - Chapter 4.

Teacher retells how mail carrying developed as roads developed.

Also P-67, How Were Messages Sent Long Ago?

Read story Riding the Pony Express or show film on this topic.

Discuss: How did the Pony Express work? What were its problems? Why is it no longer necessary?

Write a class story about the Pony Express. Have children illustrate the story.

Show and discuss pictures and stories of post office and postal workers.

Guide Questions -

1. What happens to a letter after you drop it in the mailbox?
2. How is mail delivered in the city? in the rural areas?
3. What benefits do we get from the U.S. Postal system?
4. What problems do mail carriers face?
5. What problems does the postal system face?

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Communication from Cave Writing to
Television, by Batchelor (Harcourt,
Brace & World)

Communities & Social Needs by King,
Laidlaw Pub., p. 67.

Communication from Cave Writing to
Television by Batchelor (Harcourt,
Brace & World) pp. 53-56.

Riding the Pony Express by Bulla,
Crowell Co.

Film: Pony Express (Arthur Parr
Productions)

Art materials.

SVE Community Helpers
SP 121 Postal Workers
series of pictures.

The History of the Mail
The United Air Lines
5959 South Cicero Avenue
Chicago 38, Illinois

Display chart
Transportation in America
Scott Foresman and Company
Social Studies Program - 1967
(Section is called Moving
Our Mail.)

Teach
of t

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VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

lay chart
eportation in America
t Foresman and Company
al Studies Program - 1967
tion is called Moving
Mail.)

Teacher will judge the accuracy
of the students' stories.

Teacher will judge the responses
of the students.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACH

2. The United States Mail
(Continued)

- b. Mail is used as an
everyday way of written
communication (Continued)

Have students read about

1. pp. 175-177 Letters and
Working Together.
2. How We Get Our Mail (
Transportation & Comm
3. The Post Office, pp.
Neighborhood and the
4. Mail for the Neighbor
You and the Neighbor

Visit a post office if possible
filmstrips on mail. (Bring
special delivery, air mail
by air, sea, truck, or for
orders, business mail, and

TEACHING STRATEGIES

Have students read about mail:

1. pp. 175-177 Letters and Packages from Working Together.
2. How We Get Our Mail (whole book) Uni-Kit C - Transportation & Communication
3. The Post Office, pp. 112-114, from Your Neighborhood and the World.
4. Mail for the Neighbors - pp. 94-95 from You and the Neighborhood.

Visit a post office if possible and/or show and discuss filmstrips on mail. (Bring out what is meant by postmarks, special delivery, air mail, R.F.D., postmaster, delivery by air, sea, truck, or foot, insured packages, money orders, business mail, and the dead letter office.)

Grade 3 - Unit II

CONTENT & MATERIALS

Working Together, McIntire, Follett Pub.

Uni-Kit C - Transportation & Communication, Benefic Press

Your Neighborhood and the World, Thomas, Ginn and Company

You and the Neighborhood, C. Samford-Benefic Press

Filmstrips

1. Our Post Office - School Library
2. The Postal Story - School Library
3. The Mailman - School Library
4. The Post Office - FS46 (Central Office)

VARIANTS IN STRATEGIES AND CONTENT

Have children make reports on the different phases of getting the mail through.

For Language: Teach children how to write letters; how to address envelopes.

Write letters to real people. Share answers when they arrive.

"Trace" a letter from a city mailbox until it is delivered to a rural home.

Make a collection of postmarks and stamps. Classify by state and country.

Make a mural on how mail is delivered or draw pictures about the mail.

Have a postal worker talk to the class.

Write a letter to a foreign country (as the mayor, pen pal, exchange student, service man). Ask about the school system in that country. (NOTE: Be sure you use the right postage for a foreign country. If English isn't spoken, find someone to translate the letter.)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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Make a mural on how mail is delivered or draw pictures about the mail.

Have a postal worker talk to the class.

Write a letter to a foreign country (such as the mayor, pen pal, exchange student or service man). Ask about the school system in that country. (NOTE: Be sure you put on the right postage for a foreign country. If English isn't spoken, find someone to translate the letter.)

Teacher made test.

THE POSTAL SYSTEM

I. Directions - Tell what these words or phrases have to do with the development or the delivery of mail.

1. Mailbox
2. Pony express
3. Mail carrier
4. Parcel post
5. Mail truck
6. Postmark
7. Scroll
8. Zip Code

II. Essay (Choose 1)

1. Tell how the delivery of the mail has changed from early times to our times.
2. Why is mail an important form of communication in the time in which we are living?
3. Trace a letter sent from you to a pen pal in Honolulu, Hawaii.

Grade 3 - Unit II - Transportation and Communication, as Indications

CONCEPT-ORIENTED SUB-TITLE

3. Newspapers and printed matter.

- a. The newspaper and news media
have improved and changed.

Show a newspaper.

Discuss the newspaper.

Begin with the question:

1. What do you read?
2. Who reads the newspaper?
3. Why do they read?
4. What can you tell
your family get from
in a newspaper?
5. How does the news

Use a newspaper and
of the paper - advertisements,
special features, pictures.

Discuss: How the news
films.

Transportation and Communication, as Institutions

TED SUB-TITLE

TEACHING STRATEGIES

and printed matter.

Newspaper and news media
improved and changed.

Show a newspaper.

Discuss the newspaper.

Begin with the questions:

1. What do you read in the newspaper?
2. Who reads the newspaper at your home? Does your family get a newspaper every day?
3. Why do they read it?
4. What can you tell about things you have seen in a newspaper?
5. How does the newspaper get to your home?

Use a newspaper and point to the various parts of the paper - advertising, cartoons, editorials, special features, pictures, news stories.

Discuss: How the newspaper began. Read and show films.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGI
AND CONTENT

Sample newspaper.

Language Skill:

Choose a short story to r
newspaper article. Let t
write a news story. Then
a feature story: Example
Red Riding Hood or The Th

Have children bring in
newspapers.

Divide the class in group
a class newspaper. One g
cartoons. One group - sc
One group - advertising s
cafeteria food or selling
Another - special feature
dress code. Elect an edi

Communication - From Cave Writing to
Television by Batchelor (Harcourt,
Brace & World) pp. (37) 67-70.

Ask Sun Paper and News American
for news package and films.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Language Skill:

Choose a short story to rewrite as a newspaper article. Let the children write a news story. Then rewrite as a feature story: Example: Little Red Riding Hood or The Three Bears.

Divide the class in groups and make a class newspaper. One group - cartoons. One group - school news. One group - advertising such as buying cafeteria food or selling books. Another - special features such as dress code. Elect an editor.

Give the students a newspaper. Have them cut out and identify the various parts and explain the purpose of each part.

riting to
rcourt,
70.

ican

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

- b. People need to know what is going on in their community.

The modern newspaper:

Reading:

1. Newspapers, pp. 178-
2. How Do People Get the News and Social Needs.
3. The Brookside News, Neighborhood and the

Discuss the work involved

- c. People need to know about other communities.

Compare different kinds of

- a. School newspaper
- b. Weekly readers of
- c. Local or County
- d. City newspapers

Discuss services offered as printing, buying and

and Communication, as Institutions

E

TEACHING STRATEGIES

w what is
community.

The modern newspaper:

Reading:

1. Newspapers, pp. 178-179 from Working Together.
2. How Do People Get the News? pp. 66 from Communities and Social Needs.
3. The Brookside News, pp. 115-118 from Your Neighborhood and the World.

Discuss the work involved in making a newspaper.

w about

Compare different kinds of newspapers:

- a. School newspaper.
- b. Weekly readers or Scholastic Magazine
- c. Local or County newspapers
- d. City newspapers

Discuss services offered by the newspaper office (such as printing, buying and selling things).

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Working Together - Alta McIntire,
Follett Press.

Make a list of newspaper
reporters, poets, cartoon
sports writers, printers.

Communities and Social Needs -
Laidlaw Brothers Press

Your Neighborhood and the World -
E. Thomas - Ginn & Company

Take a trip to newspaper
Ellicott City or Baltimore

Make up "want ads" or "real
estate ads" and pretend to call
and place the ad. Figure
cost of the ad.

Different types of newspapers.

Use current events for news
once a week or as you see
Divide reporting into national
international and local news

Records and filmstrips -
Newspaper in America, SVE
for Visual Education, Inc.

S	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
McIntire,	Make a list of newspaper workers - reporters, poets, cartoonists, sports writers, printers.	Essay: Why I think the newspaper is important in my life.
<u>Needs -</u>		
<u>he World -</u> any	Take a trip to newspaper office - Ellicott City or Baltimore.	
	Make up "want ads" or "for sale" ads and pretend to call the paper and place the ad. Figure out the cost of the ad.	Teacher should judge the statements made by students during the discussions.
papers.	Use current events for news about once a week or as you see fit. Divide reporting into national, international and local news.	
	Records and filmstrips - <u>The Newspaper in America</u> , SVE (Society for Visual Education, Inc.)	

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING

d. . Other printed matter helps
us to communicate.

Books:

How were the first books made
Together. Stress the fact that
expensive because they were

Write a report: What would
books - in school - in the world

Visit the school library and
explain the services of the

Discuss:

1. Card catalog.
2. Dewey Decimal System.
3. Different kinds of books
 - a. Picture
 - b. Fiction
 - c. Non-fiction
 - d. Poetry
 - e. Biography
 - f. Encyclopedia
 - g. Atlas
 - h. Dictionaries

Magazines - Have a magazine which
read selected magazines, do project
on magazines.)

Discuss: Are books out of date

1. Do people read as much
2. Do people read as much
3. How much reading does

TEACHING STRATEGIES

lps

Books:

How were the first books made? pp. 177-180 in Working Together. Stress the fact that the first books were expensive because they were hand printed.

Write a report: What would you do if we had no books - in school - in the world?

Visit the school library and have the librarian explain the services of the small and large library.

Discuss:

1. Card catalog.
2. Dewey Decimal System.
3. Different kinds of books:
 - a. Picture
 - b. Fiction
 - c. Non-fiction
 - d. Poetry
 - e. Biography
 - f. Encyclopedia
 - g. Atlas
 - h. Dictionaries

Magazines - Have a magazine week. (Children should read selected magazines, do projects, and report on magazines.)

Discuss: Are books out of date?

1. Do people read as much as they used to?
2. Do people read as much today as they did 50 years ago?
3. How much reading does your family do?

Grade 3 - Unit II

CONTENT & MATERIALS

Books
Magazines
Library and materials found there.
Working Together - McIntire, Follett Press.
Communication by Batchelor, Harcourt, Brace & World Press.
Filmstrips: (In Central Office)
FS-8 - Card Catalog
FS-7 - World of Books
FS-11 - Using the Encyclopedia
FS-10 - Using the Dictionary

VARIANTS IN STRATEGIES
AND CONTENT

(Show hand printed books if possible.)
Discuss prices of books.
Encourage children to set up their own library at home.
Discuss care of books.
Look at magazines in library and show different types.
Children can tell stories they read.
Listen to book reviews on the radio and T.V.
The children could take turns being librarian and checking out books.
Go to other rooms and read, tell or dramatize stories.
Tape stories and let children listen.

Varied magazines suggestions:

Jack and Jill
Ranger Rick
Highlights
Life
Look
National Geographic
Popular Science

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

there.	(Show hand printed books if possible.) Discuss prices of books. Encourage children to set up their own library at home.	
Follett	Discuss care of books. Look at magazines in library and show different types.	
Harcourt,	Children can tell stories they read. Listen to book reviews on the radio and T.V.	
Fice)	The children could take turns being librarian and checking out books.	Teacher should judge how well children use the library facilities and care for books.
lia	Go to other rooms and read, tell or dramatize stories.	
y	Tape stories and let children listen.	
ns:		Teacher should judge the results of "Magazine Week". Teacher should judge responses to the discussion.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEA

4. Telephone communication

- a. The telephone brings messages from near and far to our homes, our neighbors, and business locations.

Discuss: How does your

Read pp. 98-99, The Tel

Questions:

1. How do telephone me
2. What things can the
3. What other kinds of ones may be given o
4. How can we make the

- b. The telephone is an intricate instrument which works on scientific principles.

Show chart "How the Tel

Discuss chart and have

Make a mural showing how caller, through the wire through the wires, to th

ion and Communication, as Institutions

TITLE

TEACHING STRATEGIES

ation

Discuss: How does your family use your telephone?

brings messages
far to our homes,
and business

Read pp. 98-99, The Telephone.

Questions:

1. How do telephone messages reach your house?
2. What things can the telephone company do?
3. What other kinds of messages besides friendly ones may be given or received over the telephone?
4. How can we make the best use of the telephone?

is an intricate
ch works on
nciples.

Show chart "How the Telephone Works."

Discuss chart and have children record the main points.

Make a mural showing how a telephone call goes from the caller, through the wires, to the telephone company, through the wires, to the person called.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as resources.

You and the Neighborhood -
Benefic Press

Send to or call the Chesapeake and Potomac Telephone Co. business office. Ask for Telezonia. These wall charts (How the Telephone Works; How We Use the Telephone in an Emergency; Telephone Courtesy) are part of the kit. (The rest of the kit will be used in following lessons.)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Sources.

d -

Teacher should judge responses
to questions.

sapeake and
business
nia. These
lephone Works;
e in an Emer-
sy) are part
of the kit will
essons.)

Teacher should judge the
construction and information
given in the mural.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

c. The telephone helps us
in an emergency.

1. Show chart "How We Get Help."
2. Discuss the chart.
3. Make a list of the emergency numbers.
4. Have children practice making calls (fire department, police, ambulance).
5. Discuss what might happen at the police department when they receive a phone call.

d. Good telephone manners
help us to get the best
use of the telephone.

1. Show chart "Telephone Courtesy."
2. Discuss each point.
3. Have children practice making personal and business calls.
4. Refer to text - English for Me (Answering telephones, taking telephone calls.) Discuss and act out in the text.

TEACHING STRATEGIES

us

1. Show chart "How We Get Help."
2. Discuss the chart.
3. Make a list of the emergency numbers in your area.
4. Have children practice making emergency calls.
(fire department, police, ambulance, weather control)
5. Discuss what might happen at the fire department or police department when they receive an emergency phone call.

ers
best
e.

1. Show chart "Telephone Courtesy."
2. Discuss each point.
3. Have children practice making friendly telephone calls and business calls.
4. Refer to text - English for Meaning, pp. 24-26.
(Answering telephones, taking messages, making telephone calls.) Discuss and follow suggestions in the text.

Grade 3 - Unit II

CONTENT & MATERIALS

Toy telephones or telephones from
Telezonia.

Chart from Telezonia.

Chart - "Telephone Courtesy."

English for Meaning, revised
edition, Houghton Mifflin Co.

VARIANTS IN STRATEGIES
AND CONTENT

Write stories about different kinds
of emergencies and how the telephone
played an important part.

Have a puppet show on using the
telephone correctly.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Write stories about different kinds of emergencies and how the telephone played an important part.

Teacher should judge how well children make "emergency" calls.

Have a puppet show on using the telephone correctly.

Teacher should judge effectiveness of posters about telephone courtesy which the children will make.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

- e. Telephone directories are reference books which help us to find people and services.

Invite a representative of the telephone company to present a program about the telephone.

1. Have the students compile a directory of telephone numbers in the class and their telephone numbers.
2. Have children form groups to work on a telephone directory. Assign each group a set of problems such as:
 - a. How would you make a long distance call from here to a relative in New York City?
 - b. What is the area code for Altoona? Why do you think area codes are important?
 - c. What is Albert Smith's telephone number? He lives at 114 Shady Lane.
 - d. You want to report that a traffic accident has occurred. What number would you call?
 - e. You want to order a sweater from a mail order Department Store. What number would you call?
 - f. How would you report a telephone emergency?
 - g. How much would it cost to call Los Angeles from California from Baltimore City?
 - h. What time of the day is it cheapest to make a long distance call?

TEACHING STRATEGIES

Invite a representative of the telephone company to present a program about the telephone.

1. Have the students compile a directory of children in the class and their telephone numbers.
2. Have children form groups to work on using the telephone directory. Assign each group a different set of problems such as:
 - a. How would you make a long distance call from here to a relative in New York City?
 - b. What is the area code for Altoona, Pennsylvania? Why do you think area codes are necessary?
 - c. What is Albert Smith's telephone number? He lives at 114 Shady Lane.
 - d. You want to report that a traffic light is out. What number would you call?
 - e. You want to order a sweater from the Sears Department Store. What number would you call?
 - f. How would you report a telephone out of order?
 - g. How much would it cost to call Los Angeles, California from Baltimore City?
 - h. What time of the day is it cheaper to call long distance?

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Telezonia and Chesapeake and Potomac
Telephone Co. representative.

Visit the telephone company.

Class directory.

Many telephone directories (yellow,
white and blue pages)

ALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
ake and Potomac ntative.	Visit the telephone company.	Teacher should judge accuracy of letters to the telephone company representative. Each letter should include something that the child learned from the visit.
ories (yellow,		

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACH

4. Telephone communications
(Continued)

- e. Telephone directories are reference books which help us to find people and services. (Continued)

Culminating activities related to telephone:

Form research committees to study telephone.
Choose one set of problems:

1. How would you go about finding out how many telephones there are in your community? What can you do about the fact that a number not beginning with 0 is a party line? What can you do about the fact that a number beginning with 0 is a party line?
2. What are the different types of telephones? (Have students draw pictures of each.) What is the newest type of telephone service?
3. Who invented the telephone? What are telephones like? (Have students list important facts about the telephone.) How does a magnet play an important part in the telephone?
4. What abbreviations are used in a telephone directory? Make a list of them.
5. Make a chart showing the number of telephones in Maryland, Alaska, California and the United States. Make a chart comparing the number of telephones in the United States with other nations. (Statistics from the Almanac.)
6. What is the Mobile Telephone Service? What is the Trans-Atlantic Cable? How would you call ship to ship? How would you call a telephone in your community?
7. Demonstrate how to make a telephone call. Be able to tell how it works. Make a short play to show how a telephone call is made.
8. Make a chart on telephone jobs. How do they work?

Culminating activities related to the study of the telephone:

Form research committees to report on each problem.

Choose one set of problems for a group:

1. How would you go about getting a telephone installed? What can you do about unwanted telephone calls? Why might a number not be listed in the directory? What is a party line? What is a private line?
2. What are the different types of telephones? (Have pictures of each.) Tell why each is used. What is the newest type of telephone? How can it improve telephone service?
3. Who invented the telephone? What were the early telephones like? (Have some pictures.) Tell five important facts about Bell's life. How did the magnet play an important part?
4. What abbreviations are frequently used in the telephone directory? Make a list of them and show their meanings.
5. Make a chart showing the approximate number of telephones in Maryland as compared to New York, Alaska, California and Arizona. Make another chart comparing phones in the United States to the number of telephones in the U.S.S.R. and two other nations. (Statistics are available in The World Almanac.)
6. What is the Mobile Telephone Service? What is the Trans-Atlantic Cable? (Trans-Pacific?) How would you call ship to shore? How would you get a telephone in your car?
7. Demonstrate how to make a tin can telephone. Be able to tell how it works and how it can be used. Make a short play to go with it.
8. Make a chart on telephone workers. Be ready to tell their jobs.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Group Reports:

References:

telephone directory
Alexander Graham Bell - biography
The World Almanac
Telephone Company materials and film-
strips from Telezonia
Telecommunication and History by
W. Buehr, Putnam Company
Wonderful World of Communication by
Hogben, H. W. Wilson Company
Tommy and the Tin Can Telephone by
Brandey, Crowell Pub.
The Telephone by Brinton, John Day Co.
Let's Find Out About the Telephone by
Knight, Watts
Telephones by Kohn, Coward and McCann
I Want to Be a Telephone Operator by
Greene, Children's Press and other
library materials

See a wide variety of sugges-
in Teacher's Guide Supplement
a Communications and Teleph
Program from Telezonia kit

Music -

Sing songs "Telephone," "Di-
Number," "Be Polite." ABC
(American Book Company)
"Ring-A-Ling, The Friendly
Telephone" - Teacher's sup
Telezonia

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

- biography

erials and film-
ia

History by

pany

ommunication by

n Company

Telephone by

o.

on, John Day Co.

the Telephone by

ward and McCann

one Operator by

Press and other

See a wide variety of suggestions
in Teacher's Guide Supplement for
a Communications and Telephone
Program from Telezonia kit.

Teacher should judge accuracy
of reports. Children could
share reports with other
classes.

Music -

Sing songs "Telephone," "Dial the
Number," "Be Polite." ABC series
(American Book Company)

"Ring-A-Ling, The Friendly
Telephone" - Teacher's supplement
Telezonia

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

5. Other forms of communication

- a. The telegraph sends coded messages.
- b. Radio and television are common message carriers in our home.
- c. Moving pictures are another mode of communication that bring messages to us.
- d. There are many other devices used in communication.

PART I COMMUNICATIONS SURVEY

Directions: Answer yes or no.

1. Do you have a radio at home?
2. Do you have a transistor radio?
3. Do you have a plug-in radio?
4. Do you have a radio in your car?
5. Do you have a TV set?
6. Do you have a color TV?
7. Do you have a record player?
8. Do you have a tape recorder?
9. Do you have an intercom?
10. Do you have a walkie-talkie?

PART II

Directions: Answer in numbers.

1. How many times do you use the telephone each day?
2. How many minutes do you use the telephone each day?
3. How many minutes do you use the telephone each Saturday?
4. How many minutes do you use the telephone each Sunday?

PART III

Directions: Write title and answer.

1. What is the name of the place you like most for recreation?
2. What is the name of the place you like most for shopping?
3. What is the name of the place you like most for your home?
4. What is the name of the place you like most to have at home?
5. What is your favorite place to go?

Have pupils make tables, graphs, or charts on the data obtained from the survey.

TEACHING STRATEGIES

cation
s coded
on are common
n our home.
e another
ion that
us.
er devices
ion.

PART I COMMUNICATIONS SURVEY

Directions: Answer yes or no to each question.

- 1. Do you have a radio at home? _____
- 2. Do you have a transistor radio? _____
- 3. Do you have a plug-in type radio? _____
- 4. Do you have a radio that picks up short wave? _____
- 5. Do you have a TV set? _____
- 6. Do you have a color TV? _____
- 7. Do you have a record player? _____
- 8. Do you have a tape recorder? _____
- 9. Do you have an intercom? _____
- 10. Do you have a walkie talkie? _____

PART II

Directions: Answer in numbers.

- 1. How many times do you go to the movies in one month? _____
- 2. How many minutes do you spend watching TV on a school day? _____
- 3. How many minutes do you spend watching TV on Saturday? _____
- 4. How many minutes do you spend watching TV on Sunday? _____

PART III

Directions: Write title for this part.

- 1. What is the name of the book you are now reading for pleasure? _____
- 2. What is the name of the last movie you went to see? _____
- 3. What is the name of the newspaper that is delivered to your home? _____
- 4. What is the name of your favorite magazine that you have at home? _____
- 5. What is your favorite TV show? _____

Have pupils make tables, graphs, displays or booklets based on the data obtained from the communications survey.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Mimeographed copies of Communications
Survey.

Cut out pictures or ads about other
means of communication that have not
been studied to date.

Pupil made graphs.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

s Cut out pictures or ads about other
means of communication that have not
been studied to date.

Teacher should judge the
effectiveness of the graphs,
tables, displays or booklets.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

5. Other forms of Communication
(Continued)

d. There are many other devices
used in communication.
(Continued)

Form research groups to
the class and make projects
communicating:

1. Telegraph
2. Motion Pictures
3. Radio
4. Television
5. Phonograph (records)
6. Tele-Star (Satellite)
7. Telescope
8. Teletype
9. Radar
10. Walkie Talkie - Flares
- Whistles - Light House
11. Tape recorder.

Each report should include
The Communication of

1. history, inventor,
2. public reaction to
3. how the invention came
4. how the invention is used
5. what might happen to
6. some type of audio-
report

Give and share reports.
the reports. Keep a vocabulary
important words.

and Communication, as Institutions

TEACHING STRATEGIES

on

Form research groups to bring information to the class and make projects about other means of communicating:

devices

1. Telegraph
2. Motion Pictures
3. Radio
4. Television
5. Phonograph (record player - records)
6. Tele-Star (Satellites)
7. Telescope
8. Teletype
9. Radar
10. Walkie Talkie - Flags - Bells - Lights - Whistles - Light Houses - Relay Towers
11. Tape recorder.

Each report should include:

The Communication or Invention (title)

1. history, inventor, year it was invented
2. public reaction to the invention
3. how the invention changed through the years
4. how the invention affects our lives
5. what might happen to this invention in the future
6. some type of audio-visual aid to help with the report

Give and share reports. Have pupils take notes on the reports. Keep a vocabulary list of new and important words.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Books: Samuel F. B. Morse and the
Telegraph by Hays-Watts
Wonderful World of Communication
by Hogben-Wilson
Thomas Edison - biography
Andy's Wonderful Telescope
by Schloat-Scribrer
Television Works Like This
by Bendix-McGraw
Television and How It Works
by David Prentice-Hall
All About Radio and Television
by Gould-Random House
Filmstrips - Samuel F. B. Morse
School Library
Thomas Edison - School Library

From Eye Gate:

The Wonder of the Motion Picture
The Wonder of the Phonograph
The Wonder of the Wireless

and child selected references

1. Write a short TV or radio play. Record on video or audio tape recorder.
2. Make projects:
 - a. Play telephone
 - b. Learn morse code. Use a toy or battery operated telegraph. (Use science kit for materials.)
 - c. Collect pictures.
 - d. Play telescope.
 - e. Play television.
 - f. Make a radio play. (Record on tape recorder)
 - g. Make a box movie.
3. Make a trip to radio and television station.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

1. Write a short TV or radio play. Record on video or audio tape recorder.
2. Make projects:
 - a. Play telephone
 - b. Learn morse code. Use a toy or battery operated telegraph. (Use science kit for materials.)
 - c. Collect pictures.
 - d. Play telescope.
 - e. Play television.
 - f. Make a radio play. (Record on tape recorder.)
 - g. Make a box movie.
3. Make a trip to radio and television station.

Teacher should judge accuracy and effectiveness of reports.

Check notes on reports.

Check work habits while reports are being prepared.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

5. Other forms of communication
(continued)

- d. There are many other devices
used in communication.
(continued)

SAMPLE TEST

I.

Fill in the blanks.

1. The (telegraph) was the first invention that could
2. The (telephone) carries messages by wires.
3. Sound messages can be made to last if they are put on
4. Sound messages can be broadcast through a (radio).
5. People can see and hear messages at the same time because of
6. The (printing press) came to America because the pioneers

Answers:

recorder	tape
telephone	electricity
printing press	drums

II.

Tell what contributions each of these men have made in the

- | | |
|-----------------------|-----|
| 7. Samuel F. B. Morse | 10. |
| 8. Melvil Dewey | 11. |
| 9. Johannes Gutenberg | 12. |

III.

Essay (Choose 1)

13. What are the ways in which communication makes our life
14. List 5 ways that you receive communications. Tell why
15. Why is it necessary for us to communicate and receive

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

- A. Teacher should judge the organization of a mural or collage showing the many types of communication that man uses today.
- B. Give a teacher made test.

SAMPLE TEST

ph) _____ was the first invention that could send messages without wires.
ne) _____ carries messages by wires.
s can be made to last if they are put on _____ (records) _____ or _____ (tapes) _____.
s can be broadcast through a _____ (radio) _____.
e and hear messages at the same time because of the invention of the _____
) _____
press) came to America because the pioneers brought it.

der	tape	radio
hone	electricity	telegraph
ing press	drums	smoke signals

utions each of these men have made in the field of communication.

- | | |
|--------|-----------------------------|
| Morse | 10. Thomas A. Edison |
| | 11. Alexander Graham Bell |
| enberg | 12. William Randolph Hearst |

ways in which communication makes our lives better? (or worse?)
that you receive communications. Tell why each is important to you.
necessary for us to communicate and receive communication?

- C. Teacher should judge responses to a class discussion - In what ways have the developments in communication made a difference in life? Why is it important that we have rapid and reliable ways to communicate each other?

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING

B. Transportation as an institution

Introduce new vocabulary with

Airplane
Car
Boat
Phaeton
Ferry
Steamers
R.R.
Stutz-Bearcat
Zeppelin
Stage
Sopwith Camel
Coach
Apollo

NOTE: Some words should stimulate
of the student. Classification
water, air and space.
wrong group, but should
unit progresses.)

Divide class into four
and space transportation
a chairman. Each child
and/or project to present
mode of transportation.

Each report should include

- a. a history
- b. the public reaction
- c. why that mode of transportation
no longer in existence
- d. the future of that mode
- e. how people depend on it
- f. what problem or problem
caused
- g. what is being done to

Institution

Introduce new vocabulary with vocabulary cards:

Airplane	Conestoga Wagon
Car	Umiak
Boat	Taxis
Phaeton	Horseless Carriage
Ferry	Submarine
Steamers	Streetcar
R.R.	Model T Ford
Stutz-Bearcat	Diving Bell
Zeppelin	Unicycle
Stage	Bi-Plane
Sopwith Camel	Locomotives
Coach	Tom Thumb
Apollo	Subway

NOTE: Some words should stimulate curiosity on the part of the student. Classify into four groups; land, water, air and space. (Children may place in wrong group, but should know the group better as unit progresses.)

Divide class into four groups - land, water, air and space transportation. Each group should elect a chairman. Each child should prepare a report and/or project to present to the class about one mode of transportation.

Each report should include:

- a history
- the public reaction to the ways of transportation
- why that mode of transportation is necessary or no longer in existence
- the future of that vehicle or vessel
- how people depend on the vehicle or vessel
- what problem or problems has the invention caused
- what is being done to solve the problems

Grade 3 - Unit II

CONTENT & MATERIALS

vocabulary cards

VARIANTS IN STRATEGIES
AND CONTENT

Have children write for free material from airlines, railroads, car manufacturers and trucking companies. (Use the yellow pages to help locate addresses.)

Visit the Transportation Museum (Baltimore and Ohio Railroad) and Street Car Museum in Baltimore.

Encourage the class to bring in models and information about the various means of transportation.

Trace early trade routes: Marco Polo, Columbus.

Te
st
pr

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Have children write for free material from airlines, railroads, car manufacturers and trucking companies. (Use the yellow pages to help locate addresses.)

Visit the Transportation Museum (Baltimore and Ohio Railroad) and Street Car Museum in Baltimore.

Encourage the class to bring in models and information about the various means of transportation.

Trace early trade routes: Marco Polo, Columbus.

Teacher should judge the students' work habits while preparing their reports.

Grade 3 - Unit II - Transportation and Communications, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING STR

1. Land transportation has undergone changes and improvements.

Children will hear and discuss t projects. Teacher give addition supplement the reports.

A. Land Transportation

1. Uses of land transportat trucks - Pages 74-90
2. Land Transportation - Pa
3. Read short book
4. Show film
5. Keep a vocabulary list a

2. Water transportation broadened man's world.

B. Water Transportation

1. Show film - Seaports
2. Read about water transpo
How We Travel on Water
You and the Community
3. Show and discuss films:
Inland Waterways
Ocean Voyage
4. Add words about water tr
vocabulary list.

3. Air transportation has increased the speed of travel, and has brought man closer together.

C. Air Transportation

1. Show film - Airplane Tri
2. Read and discuss book -

TEACHING STRATEGIES

Children will hear and discuss the reports. Show projects. Teacher give additional information to supplement the reports.

A. Land Transportation

1. Uses of land transportation - trains and trucks - Pages 74-90
2. Land Transportation - Pages 118-119
3. Read short book
4. Show film
5. Keep a vocabulary list about land transportation

B. Water Transportation

1. Show film - Seaports
2. Read about water transportation:
How We Travel on Water
You and the Community
3. Show and discuss films:
Inland Waterways
Ocean Voyage
4. Add words about water transportation to vocabulary list.

C. Air Transportation

1. Show film - Airplane Trip by Jet
2. Read and discuss book - How Airplanes Help Us

Grade 3 - Unit II

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Children will act as resources.

Discuss from pictures:
SVE Print Set - How People
Travel in the City

Exploring Our Needs, McIntire,
Follett, 1969, pp. 154-163
Communities at Work, Preston-Clymer-
Heath Press
You and the Community, Samford-
Benefic Press
How We Travel by Land, Benefic
Press (Uni-Kit C)
Film - Land Transportation, F-79
(Central Office)

FS Water Transportation
Film F-55 - Seaports - Central Office
Book - You and the Community, pp. 120-121
Book - How We Travel on Water, Benefic
Press (Uni-Kit)
Film - Inland Waterways - F-58,
Central Office
Ocean Voyage - F-57, B&W 11 min.
Central Office
Book - Exploring Our Needs, McIntire,
Follett, 1969, pp. 164-165
Film - Airplane Trip by Jet - F-30,
Central Office

Take a trip to the harbor.

Take a trip to the airport.

How Airplanes Help Us, Benefic Press
(Uni-Kit)
Exploring Our Needs, McIntire,
Follett, 1969, pp. 166-167

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Discuss from pictures:
SVE Print Set - How People
Travel in the City

Teacher should judge accuracy
of reports and check vocabulary
list.

Take a trip to the harbor.

Teacher should judge accuracy
of reports and check vocabulary
list.

Take a trip to the airport.

Teacher should judge statements
made by students concerning
water and air travel.

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING

4. Space travel offers man an opportunity to travel to other worlds.

3. Show pictures and discuss
4. Through discussion, compare travel.
5. Add words to vocabulary
6. Encourage children to bring space travel.
1. Globe Study: The Earth
2. Space Travel:
Read information on space following questions:
a. How do astronauts prepare?
b. What are the parts of?
c. What other people help possible?
d. What takes place after?
e. How does man live in?
f. How does the control?
g. How do we get astronauts?
h. Why is space travel important?
3. Show film on man's first "The Flight of Apollo 11."
4. Add "space" words to vocabulary

cation, as Institutions

TEACHING STRATEGIES

3. Show pictures and discuss: "Early Air Travel."
4. Through discussion, compare early and modern air travel.
5. Add words to vocabulary list.
6. Encourage children to bring in models of air and space travel.
1. Globe Study: The Earth In Space, pp. 4-28.
2. Space Travel:
Read information on space travel. Answer the following questions:
 - a. How do astronauts prepare for a flight?
 - b. What are the parts of a space vehicle?
 - c. What other people help to make space flight possible?
 - d. What takes place after the launch?
 - e. How does man live in space?
 - f. How does the control center work?
 - g. How do we get astronauts back to earth?
 - h. Why is space travel important?
3. Show film on man's first landing on the moon - "The Flight of Apollo 11."
4. Add "space" words to vocabulary list.

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Pictures of Historic Planes

United Air Lines
5959 Cicero Avenue
Chicago 38, Illinois

Models

Children act as resources.

Globes

Regions and Social Needs, Concepts
in Social Science, King-Laidlaw, 1968
"The Earth in Space," pp. 4-28.

Current Events

Exploring Our Needs, McIntire, Follett,
1969, pp. 168-171
Concepts in Science, Chapter on Space,
Brandwein, Harcourt, Brace & World
John Glenn from Explorers and Discoverers,
Allyn, Bacon, Inc., Boston, 1970

Filmloop - "A Walk in Space," FC-28 (Super 8)

Contact NASA representative for a film
and other information.

Teacher reference:

American Rocketry, Berman
Rand McNally Classroom Library,
Chicago, 1967

Write Essays - How has air
travel brought countries
closer together?

Set up a map to show travel
routes by means of different
transportation.

Develop a time line for air
and land transportation.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

es

Write Essays - How has air travel brought countries closer together? Concepts aidlaw, 1968 4-28.	
Set up a map to show travel routes by means of different transportation. tire, Follett,	
Develop a time line for air, water and land transportation. ter on Space, e & World and Discoverers, n, 1970	Teacher should judge effectiveness of reports. Teacher should judge the responses to questions. Check vocabulary list.
ce," FC-28 (Super 8) ve for a film	

man
Library,

Grade 3 - Unit II - Transportation and Communication, as Institutions

CONCEPT-ORIENTED SUB-TITLE

TEACHING

C. Problems of transportation
and communication.

4. Make a chart showing the
space. Have children mark
significant flights and
of the flights. Put first
time line.

1. Seeing Into a Problem,
(How are problems solved)

2. Read and discuss:

- a. mass transportation
pp. 186-203
- b. air and water pollution
- c. accuracy of news media
- d. outmoded postal system
- e. underground newspaper
- f. others of teacher's choice

3. Have a panel discussion
transportation and communication

TEACHING STRATEGIES

4. Make a chart showing the progress of man in space. Have children make pictures depicting significant flights and record the importance of the flights. Put finished products on a time line.
1. Seeing Into a Problem, pp. 50-55.
(How are problems solved?)
2. Read and discuss:
 - a. mass transportation and improved highways, pp. 186-203
 - b. air and water pollution, pp. 204-221
 - c. accuracy of news media reporting
 - d. outmoded postal system
 - e. underground newspapers
 - f. others of teacher's choice
3. Have a panel discussion on the problems of transportation and communication. (Topics above.)

Grade 3 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Chart, time line

Social Sciences Concepts and Values,
Brandwein, Harcourt, Brace & World,
1970, Level 4

Our Working World
Cities at Work, Senesh -
SRA, Chicago, 1967

Current events and library materials.

Teacher references:

1. How America Gets Its News, Brown
Rand McNally, Classroom Library,
Chicago, 1967
2. Sociology - Investigating Man's
World - Regional Studies

SAMPLE TEST ON TRANSPORTATION

I. True or False? Write T for True and F for False.

- _____ 1. The development of the automobile brought the East and West closer together.
- _____ 2. The car is the fastest mode of transportation.
- _____ 3. Modern transportation has made life easier for everyone.
- _____ 4. Everyone was happy when the automobile was first introduced.
- _____ 5. More goods than people are transported by automobile.

II. Write each word under the correct heading.

Words: ferry, R.R., jet, coal, airplane, truck
brought out through the land or water

Land

Water

III. Write a paragraph about each topic.

1. What are the benefits we get from modern transportation?
2. What are the problems brought about by modern transportation?
3. How could some of these problems be solved?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Check to see if we want to
make any changes on our chart
which we began when we first
started to study transportation.

Teacher made test.

SAMPLE TEST ON TRANSPORTATION

I. True or False? Write T for true and F for false.

- _____ 1. The development of the railroad helped bring the East
and West closer together.
- _____ 2. The car is the fastest way to travel.
- _____ 3. Modern transportation has given us no problems.
- _____ 4. Everyone was happy when the automobile was invented.
- _____ 5. More goods than people are carried by ship.

II. Write each word under the correct column.

Words: ferry, R.R., jet, coach, subway, rocket (other words
brought out through the study)

Land

Water

Air

Space

III. Write a paragraph about each question.

- 1. What are the benefits we get from modern transportation?
- 2. What are the problems brought about by modern transportation?
- 3. How could some of these problems be solved?

Teacher will judge statements
which result from the panel
discussion.

URBANIZATION AND INDUSTRIALIZATION

EXPLANATION

Industrialization has changed man's mode of living from an agricultural to an industrial society. It seems that industrialization has developed in accordance with man's needs and desires in relation to his level of technology. In fact, man is no longer primarily dependent on the products from his immediate environment. Now he may choose from a vast array of products coming from all regions of the world!

As a result of the industrialization process, cities have shown a great deal of change and growth. In this unit there is a definition of the city, the advantages and disadvantages of living there, some problems facing cities, and how cities are interdependent upon each other. There is also an endeavor to relate the growth of cities to the industrialization process, show how industries affect the socialization of the city, and a study of some industries common to cities here and abroad.

URBANIZATION AND INDUSTRIALIZATION

OBJECTIVES

1. Through discussion, reading and viewing of films, the student will be able to describe the unique characteristics of a city.
2. The student will be able to compare and distinguish between large cities, planned cities and megalopolises.
3. The student will be able to demonstrate by statements or on charts the advantages and disadvantages of living in the cities or suburbs.
4. The student will discuss problems of industrialization (such as air and water pollution, slums and poverty and mass transportation) and offer some solutions.
5. The student will demonstrate why cities and people are interdependent.
6. The student will identify and interpret map symbols appropriate to the understanding of cities.

Grade 3 Unit III - Urbanization and Industrialization

OUTLINE FOR UNIT III

URBANIZATION AND INDUSTRIALIZATION

- A. The Concept of a city.
 - 1. Baltimore, Maryland's major industrial city
 - 2. Columbia, a new planned city
- B. Life in urban and suburban communities.
 - 1. Advantages and disadvantages of urban living
 - 2. Advantages and disadvantages of suburban living
- C. Problems created by industrialization and urbanization
 - 1. Air pollution
 - 2. Water pollution
 - 3. Slums and poverty
 - 4. Mass transportation
 - 5. Adjusting to population changes
- D. A comparative examination of other cities of the world.
 - 1. Tokyo
 - 2. Nairobi
 - 3. Athens
 - 4. London
 - 5. Venice
 - 6. Rotterdam
 - 7. Calcutta
 - 8. Singapore
- E. The future of the cities
 - 1. The reality of megalopolises or "strip cities"
 - 2. Planned growth of cities

Grade 3 Unit III- Urbanization and Industrialization

CONCEPTS ORIENTED SUB-TITLE

TEACHING STR

A. The Concept of a city

Opener: Show a collage or di
in farm, suburban or city are
Ask: Where would you like to
In what type of community do
Where do most people live?

Write this question on the bo

What is a city?

Jot down children's ideas.
Ask children to listen to the
to see what other things make

Sample list-

What is a city? a lot of p
many house
a pretty s
a convenie

Reading on topic "What is a
Guide questions:(based on

1. Why is a city like a work
2. What happens to the goods
produced?
3. Why is a city always chan
4. How are neighborhoods ali
5. How does the use of land
safety of the city?
6. What is a boundary?

Develop a vocabulary list of
study of cities. Examples:
population residence
area commerce

Have children make a picture
a city is. Make a class bookl
pictures together.

Opener: Show a collage or display of various houses in farm, suburban or city areas.

Ask: Where would you like to live?

In what type of community do you live?

Where do most people live?

Write this question on the board:

What is a city?

Jot down children's ideas.

Ask children to listen to the poem "Song of the City" to see what other things make up a city.

Sample list-

What is a city? a lot of people living together
many houses and buildings
a pretty spot
a convenient place to live

Reading on topic "What is a city?"

Guide questions:(based on SRA text-Cities at Work)

1. Why is a city like a workshop?
2. What happens to the goods and services which are produced?
3. Why is a city always changing?
4. How are neighborhoods alike? different?
5. How does the use of land affect the beauty and safety of the city?
6. What is a boundary?

Develop a vocabulary list of words pertaining to the study of cities. Examples:

population	residence	industry
area	commerce	boundary

Have children make a picture showing one idea of what a city is. Make a class booklet by putting all of the pictures together.

Grade 3 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES AND CONTENT

Teacher made collage or display.
Students will act as resources
Our Working World, Cities at Work
Senesh, SRA, Chicago, 1967
p.38-41 "Song of the City"

Make a mural called "What is a city?" Show people, buildings, transportation, parks and streets.

Our Working World, Cities at Work
Senesh, SRA, Chicago, 1967
pp 18-41 "What is a City?"
p.26 "Metropolitan Areas"

Make a learning center based on selected cities in the U.S.A.
consider the unique characteristics of each city. Examples:-
Detroit, the motor city
Chicago, the windy city
San Francisco, "Golden Gate"
Houston, Space Center
Birmingham, Industrial City
Boston, bean town.

art materials.

VARIANTS IN STRATEGIES AND CONTENT

EVALUATION

display.
sources
s at Work
7
ty"

Make a mural called "What is a city?" Show people, buildings, transportation, parks and streets.

es at Work
1967
y?"
as"

Make a learning center based on selected cities in the U.S.A. consider the unique characteristics of each city. Examples:-
Detroit, the motor city
Chicago, the windy city
San Francisco, "Golden Gate"
Houston, Space Center
Birmingham, Industrial City
Boston, bean town.

Check responses to questions.

Check vocabulary list and definitions.

Teacher should judge each picture to see that one idea of a city is depicted in each.

Grade 3 Unit III-Urbanization and Industrialization

CONCEPTS-ORIENTED

SUB-TITLE

TEACHING STR

A. The Concept of a city.

1. Baltimore, Maryland's major industrial city.

Show a map of the U.S. As cities are located? What grow? Why is a city where

Develop this chart:

Why Cities Grow Where

water supply
climate
terrain and use of
availability of tr
established indust
natural resources

Guide questions:

1. Why did most early c Atlantic Ocean?
2. What are the needs c
3. How did the developm development of citie
4. Where are some large Why do you suppose t
5. What will the locati future depend upon?

Define and add to vocabula

hub natural
depot juncti

Develop chart:

Natural Resources

terrain
forest
rivers
mountains
mineral deposits

TEACHING STRATEGIES.

Show a map of the U.S. Ask: Where do you suppose cities are located? What things would make a city grow? Why is a city where it is?

Develop this chart:

Why Cities Grow Where They Do

water supply
climate
terrain and use of land
availability of transportation
established industries
natural resources

Guide questions:

1. Why did most early cities grow up along the Atlantic Ocean?
2. What are the needs of people in a city?
3. How did the development of the machine change the development of cities?
4. Where are some large cities in America?
Why do you suppose they are in these locations?
5. What will the location of the cities of the future depend upon?

Define and add to vocabulary list:

hub	natural resources	site
depot	junction	urban

Develop chart:

Natural Resources

terrain
forest
rivers
mountains
mineral deposits

Man-Made Features

buildings
airport
trails
settlements
irrigation pipes

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES AND CONTENT

Map of U.S.

Our Working World, Cities at Work
Senesh, SRA, Chicago, 1967 pp. 42-47
"Why is a City where it is?"

Investigating Man's World,
Metropolitan Studies, Hanna, Scotts-
Foresman & Co, Glenview, Ill. 1970
"Where are Cities Located on Earth"
"Why are Metropolitan Areas Located
Where They Are?" Where Do Men Build
Cities?" pp 36-99

The Metropolitan Community, Allyn Bacon
Boston, 1970 pp. 61-73
"Metropolitan Communities"

maps to locate large cities.

chart on resources

VARIANTS IN STRATEGIES AND CONTENT

EVALUATION

at Work
p.42-47
"

,Scotts-
1. 1970
on Earth"
Located
en Build

Allyn Bacon

3.

check answers
to questions

check vocabulary
list.

Grade 3 Unit III-Urbanization and Industrialization

CONCEPTS-ORIENTED

SUB-TITLE

TEACHING

A. The concept of a city.

1. Baltimore, Maryland's
major industrial city
(cont'd)

Have students do workbook

"Where has man build cities?

"Which came first?

"What must cities have?

"Why a City is Where It Is?

"Can Cities Grow Everywhere?

Ask questions: What is the

Where is it on the map?

What are the unique characteristics?

Guide questions:

Why is Baltimore located here?

How did Baltimore begin?

What are the natural features?

What goods and services?

How do the people in Baltimore

want and need?

Show filmstrips on Baltimore.

Read information on topic.

Ask a resource person to speak
city of Baltimore.

Find out about famous landmarks.

learning station for the city.

a knowledge of the history.

marks and monuments.

and Industrialization:

TEACHING STRATEGIES.

Have students do workbook pages:

"Where has man build most of his cities?"

"Which came first?"

"What must cities have?"

"Why a City is Where It Is?"

"Can Cities Grow Everywhere?"

Ask questions: What is the name of our nearest big city?
Where is it on the map of the U.S.?

What are the unique characteristics of Baltimore?

Guide questions:

Why is Baltimore located where it is?

How did Baltimore begin?

What are the natural features of the area?

What goods and services are produced in Baltimore?

How do the people in Baltimore get the things they want and need?

Show filmstrips on Baltimore (a) downtown (b) harbor

Read information on topic.

Ask a resource person to speak to the children about the city of Baltimore.

Find out about famous landmarks or monuments. Make a learning station for the children so that they may gain a knowledge of the history or background of these landmarks and monuments.

Grade 3 Unit III

CONTENT AND MATERIALS

VARIANTS IN STRATEGIES AND CONTENT

Activity Book

Our Working World, Cities at Work
Senesh, SRA, 1967, pp 16, 17, 18, 20, 21

map of U.S.

For information write:
Chamber of Commerce

Port Authority

Take a trip to Baltimore to observe
housing, harbor activities, shopping
facilities and industries.

map of Baltimore
"Downtown Baltimore Today" #1009
(Filmstrip) "The Port of Baltimore"
#1011 (filmstrip) from Folkemer
Photo Service, 9041 Chevrolet Drive
Ellicott City, Maryland 21043

resource person.

Write thank you letters to the
resource person.

learning station.

Geography of Maryland, Blood,
Allyn & Bacon, Inc. 1967
Baltimore, A Picture History, Beirne,
Maryland Historical Society, Hastings
House, New York, 1957
Maryland, Carpenter, Children's Press.
1966 "Monumental City: Baltimore"
pp 70-74.
The Metropolitan Community, Allyn
Bacon Our Own Metropolis pp. 172-179

VARIANTS IN STRATEGIES AND CONTENT

EVALUATION

Check workbook
papers.
Check to see that
children can locate
Baltimore on map.

Take a trip to Baltimore to observe
housing, harbor activities, shopping
facilities and industries.

check questions
and answers.

Write thank you letters to the
resource person.

Teacher will judge
students' statements
about Baltimore.

check answers to
learning station.

Grade 3 Unit III-Urbanization and Industrialization

CONCEPTS-ORIENTED SUB-TITLE

TEACHING STR

A. The Concept of a City (cont'd)

"We know a little about the geography of Baltimore, let's find out how services are provided in the city."

Read and discuss suggested text on the following topics:

producer and consumer
the value of money
distribution of goods and services

Use overhead projector to present. Follow up with worksheets included. (This unit gives an idea of many producers.)

Play "store" using play money and canned goods.

Show and discuss pictures depicting how workers earn a living.

Show films and filmstrips depicting various industries.

F-78 Food Store (shopping and distribution)
F-109 Geography of the Middle East (relationship among the geographical and cultural aspects of the area.)

F-77 Bread (from grain to the finished product)
F-79 Building a highway (how it is planned and built)

Make a large class booklet. Give each child one page to make. He should draw a picture of work that his father, mother, or he does. Write a one line caption. Have children discuss their pictures. List the types of jobs done by members of the class into a chart:

and Industrialization

TEACHING STRATEGIES.

t'd)

"We know a little about the goods and services of Baltimore, let's find out how cities get goods and services:

Read and discuss suggested texts to find information on the following topics:

- producer and consumer
- the value of money
- distribution of goods and materials.

Use overhead projector to present "Everyday Economics" Follow up with worksheets included in the package. (This unit gives an idea of money, consumer and producers.)

Play "store" using play money and empty boxes and canned goods.

Show and discuss pictures depicting how city workers earn a living.

Show films and filmstrips depicting workers and industries.

F-78 Food Store (shopping and store workers)

F-109 Geography of the Middle Atlantic States (relationship among the geographic, economic and cultural aspects of the area.)

F-77 Bread (from grain to the table.)

F-79 Building a highway (how highways are planned and built)

Make a large class booklet. Give each child one page to make. He should draw a picture of the type of work that his father, mother or other member does. Write a one line caption under each picture. Have children discuss their pictures. Classify the types of jobs done by members of the family into a chart:

Grade 3 Unit III

CONTENT & MATERIALS.

The Metropolitan Community,
Allyn-Bacon "City Services" 113-153.

Cities at Work, SRA, p.96-101
"Why a City Grows"

The Social Sciences- level 3
Harcourt, Brace, World
"Makers and Users" pp 163-169
"Using Resources to Trade" 170-174
"Resources of one Community" 175-181
"Man as a Resource" 182-190

Everyday Economics, level 3 Noble
and Noble, New York, 1967

play money and empty store goods.

picture source: Schools, Families
and Neighborhoods (A Multi-media
Readiness Program) Field Educational
Publications, 1969

Metropolitan Studies, Scott, Foresman
"How are goods and services produced?"
"How do people in metropolitan areas
get the things they want? pp 100-139

films

art materials

VARIANTS IN STRATEGIES
AND CONTENT.

Write to various firms for
printed material about their
products and processes.

Suggestions:
Sugar Refinery

McCormick Spice

Produce Market

Role play-workers, consumers,
and producers. Discuss purposes
and functions of labor unions.

Make a mural showing the indus-
tries in and around Baltimore.

Show filmloops-
The Money Pool 87-1004
The Price is Right 87-0998
The Quarter Comes Back 87-0980
(Ealing Films)

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

ty, es" 113-153.	Write to various firms for printed material about their products and processes. Suggestions: Sugar Refinery	
-101		
el 3	McCormick Spice	Teacher should judge statements made by students
3-169		
le" 170-174		
ity" 175-181		
-190	Produce Market	Go over worksheets with students.
1 3 Noble		
7		
ore goods.		Teacher should observe how children handle money and make purchases at the play store.
<u>Families</u>		
ti-media		
Educational		
cott, Foreman	Role play-workers, consumers, and producers. Discuss purposes and functions of labor unions.	
ices produced?"		
opolitan areas	Make a mural showing the indus- tries in and around Baltimore.	Check discussion of films.
c? pp 100-139		
	Show filmloops- The Money Pool 87-1004 The Price is Right 87-0998 The Quarter Comes Back 87-0980 (Ealing Films)	

Grade 3 Unit III- Urbanization and Industrialization

CONCEPTS-ORIENTED	SUB-TITLE	TEACHING STRATEGIES
A. The Concept of a City.		<u>Father</u> <u>Mother</u>
1. Baltimore, Maryland's major industrial city.		farmer doctor teacher banker secretary nurse clerk

Have children fill in Workpages:
 Who Are Owners?
 Does Advertising Help?
 Markets Are Where Consumers Meet
 Markets Depend on Each Other.
 How Much Will a Business Produce?

Have children divide into groups.
 describe an important industry in
 history, products & uses, methods of
 future) List other industries and
 it depends- raw materials, transportation

Make an industrial map of the area.
 Show rivers, water power sources,
 industries, harbor, highways, airports

Make a "Made in Baltimore" exhibit
 classes to see the exhibit.

Collect newspaper ads for home appliances
 children compare these with methods of
 industrial revolution. Use pictures to
 show old methods.

Creative Writing- "A Day Without

Industrialization

TEACHING STRATEGIES.

Father

farmer
doctor
teacher
banker

Mother

secretary
nurse
clerk

Big Brother

gas station
attendant
store clerk.

Have children fill in Workpages:

Who Are Owners?

Does Advertising Help?

Markets Are Where Consumers Meet Producers

Markets Depend on Each Other.

How Much Will a Business Produce?

Have children divide into groups. Each group should describe an important industry in Baltimore. (Include history, products & uses, methods used, importance and future) List other industries and services on which it depends- raw materials, transportation, distribution.

Make an industrial map of the area around Baltimore. Show rivers, water power sources, railroads, major industries, harbor, highways, airport.

Make a "Made in Baltimore" exhibit. Invite other classes to see the exhibit.

Collect newspaper ads for home appliances. Have children compare these with methods used before the industrial revolution. Use pictures in Chapter 5 to show old methods.

Creative Writing- "A Day Without Electricity"

Grade 3 Unit III

CONTENT & MATERIALS

The Social Sciences Harcourt,
Brace, World "The End as Beginning"
pp 261-267

chart

SRA-Activity book
"Cities at Work" pp 22-30

Children will act as
resources.

Map of Baltimore and surrounding
area.

Products brought in by students

The Social Sciences, Concepts and
Values, Harcourt, Brace, World
pp 160-190

VARIANTS IN STRATEGIES
AND CONTENT.

Compare outmoded methods with more
modern techniques.

<u>Job.</u>	<u>Outmoded Way</u>	<u>Modern Way</u>
Taking	carried in	brought
crops	baskets or	in
to	on horse	truck
market	drawn wagon	

Write short story-
What I would like to be when I
grow up.

Read and discuss biographies
of men and women who have con-
tributed to the industrial
development of our country.

Use the yellow pages of the
telephone directory to discover
that there are many specialists
in Baltimore City.

Show filmstrips and listen to
records:

"The Evolution of American
Industry"-SVE
(do a science project on electric
dry cells, light bulbs, electric ma

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Compare outmoded methods with more modern techniques.

<u>Job.</u>	<u>Outmoded Way</u>	<u>Modern Way</u>
Taking crops to market	carried in baskets or on horse drawn wagon	brought in truck

Check to see that directions were followed for the pictures.

Write short story-
What I would like to be when I grow up.

Read and discuss biographies of men and women who have contributed to the industrial development of our country.

Check workbook pages

Use the yellow pages of the telephone directory to discover that there are many specialists in Baltimore City.

Teacher should judge work habits while reports are being made.

Show filmstrips and listen to records:

"The Evolution of American Industry"-SVE
(do a science project on electricity, dry cells, light bulbs, electric magnets)

Teachers should judge accuracy of reports

Check map skills .
Judge comparisons made by children.

Teachers should judge the facts used in children's stories.

Grade 3 Unit III Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

TEACHING

A. The Concept of a City

1. Baltimore, Maryland's major industrial city

"In our answer to the question of our responses was that work and play within the city

Guide questions:

Where did all these people
Why do they choose to live in large numbers?
Why do many ethnic groups live close together?
What are some ethnic groups in Baltimore? Where are they?

Read on the topic. Try to find that variety lends spice to the life of people in most American cities. charm and excitement.

Have children conduct a survey of places from which their parents came. Make dots or put pins on a map. Families Have Come From Many Places

Use a map of Baltimore to show where different groups have settled (Example: Italian in Little Italy, German in South Baltimore, Franklin, Park Avenue.)

Creative Writing - Poems of life living in the city.

TEACHING STRATEGIES

"In our answer to the question 'What is a city?' one of our responses was that a city is people who live, work and play within the city's boundaries.

Guide questions:

- Where did all these people come from?
- Why do they choose to live in the cities in large numbers?
- Why do many ethnic groups choose to locate close together?
- What are some ethnic groups which settled in Baltimore? Where are they located?

Read on the topic. Try to get children to understand that variety lends spice to life, and that the variety of people in most American cities give these places charm and excitement.

Have children conduct a survey and make a list of places from which their parents or ancestors came. Make dots or put pins on a world map called "Our Families Have Come From Many Places."

Use a map of Baltimore to show where various ethnic groups have settled (Examples-Jewish in Pikesville, Italian in Little Italy, Polish in East Baltimore, German in South Baltimore, Chinatown - Mulberry, Franklin, Park Avenue.)

Creative Writing - Poems or stories about people living in the city.

Grade 3 Unit III

CONTENT & MATERIALS.

The Metropolitan Community
Allyn-Bacon pp 91-99
"The People of a Metropolitan
Community"

Metropolitan Studies, Scott, Foresman
"What Groups are Found in Metropolitan
Areas" pp 80-198

"A Problem" - Honolulu and Bangkok
210-215

The Social Sciences: Concepts and
Values - Level 3 Harcourt, Brace,
World "Learning Cultural Traits"
pp 23-29

world map

Map of Baltimore

VARIANTS IN STRATEGIES
AND CONTENT.

Invite people from various ethnic
groups to talk to the class and
display photos, costumes or relics
of the country they represent.

Cultural background:
Teach folk songs and folk dances
of various ethnic groups.
Collect foreign dolls and travel
posters. Show jewelry from other
lands.

Encourage children to write stories
about poems, expressing the mood
of the city.

Write a letter to a pen pal in a
distant country, describing
Baltimore and asking for information
on cities near the pen pal.

Children could prepare family trees

Show film Screen News Digest
(America, the Melting Pot) F-88 or
F-168 People are Different and Alike

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Invite people from various ethnic groups to talk to the class and display photos, costumes or relics of the country they represent.

Check answers to questions.

Cultural background:

Teach folk songs and folk dances of various ethnic groups. Collect foreign dolls and travel posters. Show jewelry from other lands.

Encourage children to write stories about poems, expressing the mood of the city.

Check accuracy with which children use map skills.

Write a letter to a pen pal in a distant country, describing Baltimore and asking for information on cities near the pen pal.

Children could prepare family trees

Show film Screen News Digest (America, the Melting Pot) F-88 or F-168 People are Different and Alike

Teacher should judge facts and attitudes brought out in stories and poems.

Grade 3 Unit III Urbanization and Industrialization

CONCEPT-ORIENTED

SUB-TITLE

TEACHING S

A. The Concept of a City (continued)

1. Baltimore, Maryland's major industrial city.

Read poem - Designs for cit

Baltimore is a city which se
grown from its early settler
Supposing you wanted to dea
would you have in it? What
make? Do you think that cit
need to make plans for the
any planned cities?

Read on city planning and p

1. Washington, D.C. - a pl
2. Brasilia - a planned ci
3. Tapiola - a planned cit

Develop Chart.

City Pl

Physical

Ec

Use of land
buildings

Use of r
growing
goods a

streets
transportation

beauty
pa
comf
underg

continued)

s major

Read poem - Designs for cities.

Baltimore is a city which seems to have just naturally grown from its early settlement until the present. Supposing you wanted to design a city. What things would you have in it? What plans would you have to make? Do you think that cities, such as Baltimore, need to make plans for the future? Do you know of any planned cities?

Read on city planning and planned cities

1. Washington, D.C. - a planned city
2. Brasilia - a planned city
3. Tapiola - a planned city

Develop Chart.

Physical

Use of land
buildings
streets
transportation

City Planning.

Economic

Use of resources
growing market for
goods and services

Social.

employment
income
housing
education
health
cultural needs
entertainment

Esthetic

beauty in buildings
parks
comfort
underground wiring

GRADE 3 Unit III

CONTENTS AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT.

poem - Cities At Work SRA p.164

Children will act as resources

Cities At Work - SRA

pp 150-155 "Why Must Cities Plan?"

pp 168-185 "Keeping Cities Up to Date"

The Social Sciences - Concepts and Values

Level 3 pp 101-123 "Another Look at Change"

pp 125-159 "Communities and How
They Change"

Cities at Work SRA pp 156-163

You and the Community, Samford
Benefic Press, Chicago, 1967

"New Communities" pp 209-211

"Cities at Work, SRA -teacher edition

"Tapiola" pp 141-142

Read biography of Benjamin H.
designer of Washington, D.C.

Read -"Make No Little Plans"
of Daniel Burnham who helped
1893 World Columbian Exposition
Chicago, pioneered the build
skyscrapers, and helped desi
cities, including Chicago pp
138. "Cities at Work" SRA, T
edition.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

an?"
to Date"

Teacher should
judge statements
made by students.

nd Values

at Change"
and How
e"

Read biography of Benjamin Banneker,
designer of Washington, D.C.

Read -"Make No Little Plans" story
of Daniel Burnham who helped build
1893 World Columbian Exposition in
Chicago, pioneered the building of
skyscrapers, and helped design many
cities, including Chicago pp 137-
138. "Cities at Work" SRA, Teachers
edition.

tion

Grade 3 Unit III - Urbanization and Industrialization.

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. The Concept of a City (continued)

1. Baltimore, Maryland's major industrial city.

Land Use: (Physical) Cities must use

Read the story of New York's Central Park.

Discuss other means of using our land.

Have students do: "Planning Land Use"

Make an imaginary map of a city showing

rivers and an airport. Give each student

paper showing such names as grocery store,

factory owner, and recreation director.

pick names from a bowl. Then have them

the map the best location for his city.

Industrial Growth (Economic) Cities

industrial changes--(Raw materials and

sources. These raw materials are used to

goods) After reading about industrial

"How and Why must a city keep up with

Human Geography (Social) Introduction

(Cities need to expand as the growth of

Study Population charts:

Which city has the largest population?

Which city covers the most land area?

Does the city with the largest population

largest land area?

Do you think the people in some cities

crowded than the people in other cities?

How does Baltimore rank in land area?

Compare this to Washington D.C.

Cities rebuild (urban renewal) to

Read how the city government helps

growth.

on and Industrialization.

TEACHING STRATEGIES

Continued)

Land Use:(Physical) Cities must use their land wisely

Read the story of New York's Central Park.

Discuss other means of using our land wisely.

Have students do: "Planning Land Use" Activity Book.

Make an imaginary map of a city showing roads, parks, rivers and an airport. Give each child a piece of paper showing such names as grocery store owner, druggist, factory owner, and recreation director. Have children pick names from a bowl. Then have each child indicate on the map the best location for his business.

Industrial Growth (Economic) Cities need to plan for industrial changes-(Raw materials come from natural resources. These raw materials are turned into manufactured goods) After reading about industrial growth, discuss "How and Why must a city keep up with industrial changes."

Human Geography (Social) Introduce the word "Population"

(Cities need to expand as the growth of population increases)

Study Population charts:

Which city has the largest population?

Which city covers the most land?

Does the city with the largest population have the largest land area?

Do you think the people in some cities are more crowded than the people in other cities?

How does Baltimore rank in land area and population?
Compare this to Washington D.C.

Cities rebuild (urban renewal) to meet human needs.

Read how the city government helps to plan for city growth.

Grade 3 Unit III

CONTENT & MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT

"The Country Comes to the City" pp 138-140
Cities At Work - teachers edition SRA
Cities At Work - activity book p.44
The Making of Anglo America- The Metropolitan
Community pp 239-259 "Industry Grows in
Anglo America"

Show film F-120
Geography of our
Community. (Shows rela-
tionships between industr
and geography)

Metropolitan Studies. Scott Foresman
pp 284-285 Population chart

The Metropolitan Community
Allyn and Bacon Inc. 1970
"Cities Grow in Anglo America"
261-277

Show filmloop
Renewing the City 87-0832
Ealing films

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

ALS.

"the City" pp 138-140
chens edition SRA
vity book p.44
America- The Metropolitan
"Industry Grows in

Show film F-120
Geography of our
Community. (Shows rela-
tionships between industry
and geography)

Teacher should judge
statements made by
students

Scott Foresman
on chart

Check worksheet

community
1970
America"

Teacher should judge
students' reasons for
picking locations.
Teacher should judge
statements made by
students.

Show filmloop
Renewing the City 87-0832
Ealing films

Teachers should judge
how well children
interpret population
charts.

Teacher judge students'
responses.

Grade 3 Unit III - Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACH
A. The Concept of a City (continued)		Have children do worksheet "W Land in a Crowded City"
2. Columbia, a new planned city.		What is the planned city in Discuss paragraph about the "The idea that a whole new and more complete answers to stems largely from a study o live. In addition to housin education and transportation clothing stores, hardware st with essential services of e medical and dental care, hos worship. For human fulfillment and s culture and recreation - lib and the arts. For relaxatio restaurants and amusement ar people need beauty, peace, s Read " <u>Columbia: A City of th</u> Have children examine materi determine how physical, econ are met.

on and Industrialization.

TEACHING STRATEGIES.

continued)

Have children do worksheet "Which is the Better Use of
Land in a Crowded City"

ed city.

What is the planned city in Howard County?(Columbia)

Discuss paragraph about the purpose of Columbia:

"The idea that a whole new city could provide better and more complete answers to the problems of growth stems largely from a study of the way in which people live. In addition to housing, people need employment, education and transportation. They need food stores, clothing stores, hardware stores, drugstores, along with essential services of every kind and they need medical and dental care, hospitals and places of worship.

For human fulfillment and satisfaction, people need culture and recreation - libraries, theaters, music and the arts. For relaxation people must have restaurants and amusement areas. And for the soul people need beauty, peace, serenity.

Read "Columbia: A City of the Future"

Have children examine materials about Columbia to determine how physical, economic, and social needs are met.

Grade 3 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIAL

Cities At Work p.46 Activity Book

From pamphlet - A New City-Columbia
The Rouse Company, The Village of Cross
Keys, Baltimore, Maryland 21210 p.2

Write a story: My plan
an Ideal City"

Ask Rouse Company for free materials
about Columbia.

Ask Ellicott City Times for free
material and watch the paper for
current events concerning Columbia

Cities at Work SRA, Teachers' Edition
pp 246-247

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Activity Book

Check worksheet

City-Columbia
Village of Cross
and 21210 p.2

Write a story: My plans for
an Ideal City"

free materials

es for free
the paper for
erning Columbia

Teacher should judge
students' statements

Teachers' Edition

Teacher should see that
students use materials
to gain information on
physical, economic and
social need of Columbia.

Grade 3 Unit III-Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACHING STRATEGIES
A. The Concept of a City (cont'd)		Develop a chart such as:
2. Columbia, a new planned city.	<u>HOW COLUMBIA MEETS NEEDS</u>	
	<u>Physical</u>	<u>Economic</u>
	hospital	transit system
	colleges	Johns Hopkins
	shopping centers	Applied Physics Lab.
	no parking problems	W.R.Grace Washington
	highways	Research Laboratory.
	apartments	West Virginia Pulp
	homes	and Paper Company
	downtown	Hydronautics
	library	Hittman Associates
		Bendix Corp.
		Field Engineering
		General Electric
		(located between
		Baltimore & Washington)
		<u>Esthetics</u>
		underground wiring
		parks
		pleasing architecture
		texture
		sculpture
		bicycle paths
		woodland paths
		fountains
		lighting
		<u>Social</u>
		theater
		concerts
		restaurants
		shops
		"crowds"
		"seclusion"
		hotel
		churches
		golf courses

Show filmstrip "Columbia-the New City" Discuss.

Take a tour of Columbia. Visit the exhibit building to see how a city is planned. Study maps of Columbia in preparation of tour. Have children decide on the important places to visit. Suggestions:
Lake Kittamaqundi, Oakland Ridge Industrial Center, Guilford Industrial Center, Downtown Columbia, some housing developments, Horse center, ride the minibus

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRA
AND CONTENT

Chart

A collection of
types of architec
in Columbia could

Have children fi
"expense budget"
to their tour of

Columbia: The New City #1000
Folkemer Photo Service
9041 Chevrolet Drive
Ellicott City, Maryland 21043

Maps of Columbia
Tour of Columbia.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Teacher judge to see
if children put re-
sources under the
right heading.

Teacher should judge
students' statements.

A collection of various
types of architecture found
in Columbia could be made

Have children figure out
"expense budget" in relation
to their tour of Columbia.

Have children evaluate
their tour through
discussion.

#1000

d 21043

Grade 3 Unit III - Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

A. The Concept of a City (continued)

Tour of Columbia

2. Columbia, a new planned city

Symphony Woods

Make a box movie

Have children compare cities which began "naturally" (more)

Have a panel discussion

1. Compare the
2. What is the
3. What is the
- How is the
4. How does each
5. Why is planning must be met

Do activity pages:

What should be
Which is the
What do you want
Where will you
Which plan do

The story of
Cities are all
What is my city

Have the children
Have the children

continued)

Tour of Columbia (continued)

ed city

Symphony Woods, visit open area school.

Make a box movie called "Columbia- the Next America"

Have children compare a planned city (Columbia) to a city which began "naturally" and grew as needs were met (Baltimore)

Have a panel discussion:

1. Compare the beginnings of the two cities.
2. What is the population of the cities?
3. What is the land area of the two cities?
How is the land area used?
4. How does each city meet the needs of the people?
5. Why is planning for the future, a need which must be met in both cities?

Do activity pages:

What should planners study to solve these problems?
Which is the better use of land in a crowded city?
What do you want your city to be like?
Where will you locate?
Which plan do you think makes a better place to live?

The story of three friends
Cities are always changing
What is my city doing to keep up to date?

Have the children make a model city on a large table.
Have the children plan roads, building, parks

Grade 3 Unit III

CONTENT AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT.

box movie

Children will act as
resources.

Have students report on
cities' planning or other
planned cities.

Cities at Work- Activity Book
pp. 45-54

Read about a city built
man-made land - Tokyo p. 2
Metropolitan Studies.

table and art materials.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Each picture should
show one part of
Columbia.

Have students report on other
cities' planning or other
planned cities.

Read about a city built
man-made land - Tokyo p.278
Metropolitan Studies.

Check activity pages

Teacher should help
children to judge
the "planned city"

Grade 3 Unit III - Urbanization and Industrialization.

CONCEPT-ORIENTED SUB-TITLE

B. Life in urban and suburban communities.

1. Advantages and disadvantages of urban living.
2. Advantages and disadvantages of suburban living.

Why do people choose
people choose to live

Introduce words:

Give children a copy
reading and discussing

WHY PEOPLE LIVE

Advantages

City: Job availability
Services close
Hospitals, educational
opportunities,
halls and museums
Variety of entertainment
Wider choice of
Faster means of
Many special services

Suburbs: Newer and cleaner
Chance for less
Shopping facilities
less noise and
more ground
more spacious
more privacy

Farm	very quiet
Community	much less
Exurbs.	more privacy

and Industrialization.

TEACHING STRATEGIES.

communities.

Why do people choose to live in a city? Why do some people choose to live away from the city?

tages

Introduce words: advantage
disadvantage

tages

Give children a copy of a chart to be filled in after reading and discussing.

WHY PEOPLE LIVE WHERE THEY DO

Advantages

Disadvantages.

City: Job availability
Services closer to you.
Hospitals, educational
opportunities, concert
halls and museums.
Variety of entertainment
Wider choice of friends
Faster means of transportation
Many specialists.

poor housing
high taxes
Some poor schools
congestion
Not enough space to
expand.
high cost of rent.

Suburbs: Newer and cleaner homes
Chance for leadership role
Shopping facilities
less noise and congestion
more ground
more spacious homes
more privacy

employment is far
away
more upkeep on
houses and ground.

Farm
Community
Exurbs.

very quiet
much land
more privacy

shopping is farther
away
employment is farther
away

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Metropolitan Studies Scott, Foresman
"Urban Society" pp 190-191

The Metropolitan Community Allyn-Bacon
pp 75-89 "The Parts of a Metropolitan
Community"

Cities at Work SRA
pp. 128-131

The Social Sciences-Concepts and Values
Harcourt, Brace, World.
"Families and the Community" pp.96-116

Communities at Work, Preston
D.C. Heath and Co., Lexington, Mass. 1969
"Living in City and Suburb" pp.194-221

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Scott, Foresman
190-191

Community Allyn-Bacon
of a Metropolitan

Concepts and Values
ld.
Community" pp.96-116

k, Preston
, Lexington, Mass. 1969
ed Suburb" pp.194-221

Check to see that
children list items
under correct headings.

Grade 3 Unit III- Urbanization and Industrialization

CONCEPT-ORIENTED	SUB-TITLE
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B. Life in urban and suburban communities (continued)	
---	--

1. Advantages and disadvantages of urban living.	
--	--

2. Advantages and disadvantages of suburban living.	
---	--

Use a Sunday edition
choice of activities
class into groups to
Types of Services,
one week later to see
variety available to

Make up a puppet show
city life.

Show pictures comparing
Invite children to
to live in each place

Panel Discussions:

1. Why do people
to many
2. How would
in a small
3. What is urban
4. Why are people
the suburban
5. How would
craft help
6. How do you
have turned
7. Why do you
so much?
place? Teachers
could see
8. How has the
ment of
9. How has the
affected

on and Industrialization

TITLE	TEACHING STRATEGIES
an	Use a Sunday edition of a big newspaper to show the wide choice of activities available to city dwellers. Divide class into groups to list- Types of Jobs, Type of Schools. Types of Services, Types of leisure activity. Follow up one week later to see how choices change, adding to the variety available to city dwellers.
antages	
antages	Make up a puppet show depicting the conveniences of city life.
	Show pictures comparing urban and suburban communities. Invite children to share ideas on what it would be like to live in each place.
	Panel Discussions: 1. Why do people who live in a city have to adjust to many changes? 2. How would you live differently in a city than in a small town? 3. What is urban culture? 4. Why are industries beginning to locate in the suburbs? 5. How would the high-speed facilities and hovercraft help city dwellers and suburbanites? 6. How do you explain that some older suburbs have turned into slums? 7. Why do you suppose that people move around so much? Have you ever lived in another place? Tell some interesting things you could see or do in that community. 8. How has transportation aided in the development of suburbs? 9. How has the development of suburbs and exurbs affected the farmer?

Panel Discussions:

1. Why do people who live in a city have to adjust to many changes?
2. How would you live differently in a city than in a small town?
3. What is urban culture?
4. Why are industries beginning to locate in the suburbs?
5. How would the high-speed facilities and hovercraft help city dwellers and suburbanites?
6. How do you explain that some older suburbs have turned into slums?
7. Why do you suppose that people move around so much? Have you ever lived in another place? Tell some interesting things you could see or do in that community.
8. How has transportation aided in the development of suburbs?
9. How has the development of suburbs and exurbs affected the farmer?

Grade 3 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGY
AND CONTENT

Use the yellow pages of the directory to do a survey of and leisure activities available in the city.

Puppets.

Pictures-
Schools, Families and Neighborhoods
A Multi-Readiness Program
Field Educational Publications, Inc.
#55 and 56 or wall charts showing
urban, suburban and farm areas(exurbs)
(These are in the same kit)

Children will act as resources.

Make a chart comparing apartment living and home ownership

<u>Advantages</u>	<u>Disadvantages</u>
<u>Apt.</u>	<u>Apt.</u>

Services	More
Conveniences	More
Easier to keep clean	less
No repairs to make	

<u>Home</u>	<u>Home</u>
pretty grounds	more
investment	taxes

Draw or collect pictures of homes. Display.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Use the yellow pages of the telephone directory to do a survey of services and leisure activities available in the city.

Teacher should judge statements made by students concerning life in the city and suburbs.

Make a chart comparing apartment living and home ownership

Advantages

Disadvantages

Apt.

Apt.

Services
Conveniences
Easier to keep clean
No repairs to make

More crowded
More noise
less space

Home

Home

pretty grounds
investment

more upkeep (repairs)
taxes to pay.

Draw or collect pictures of various types of homes. Display.

Teacher should judge students responses.

Teacher should judge the accuracy and thoughts behind the statements made by students.

Grade 3 Unit III -Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEA
C. Problems created by Industrialization and urbanization		Show and discuss film
1. Air Pollution		Ask children to see h as they view the film
		List children's obser
		Show a picture of air
		Read and discuss air pollution is dust, oi It causes much damage environment. Mankind pollution.
		Read to the children and dangers of air p
		Do activity page- Can Pollution?
		Make a chart on:
		<u>WHERE AIR POLL</u>
		1. automobil
		2. factory c
		3. refinery
		4. power pla
		5. furnaces
		6. burning t
		Discuss the possibil
		Make dioramas compar
		affected by air poll

nd Industrialization.

TEACHING STRATEGIES

ation

Show and discuss film loop "Problems in the city"

Ask children to see how many problems they can find as they view the film.

List children's observations.

Show a picture of air pollution or smog

Read and discuss air pollution. Bring out that air pollution is dust, oil particles, and poisonous gases. It causes much damage to health and beauty of our environment. Mankind is taking steps to control air pollution.

Read to the children "Our Free Air" Discuss the causes and dangers of air pollution.

Do activity page- Can You Find the Causes of Air Pollution?

Make a chart on:

WHERE AIR POLLUTION COMES FROM

- 1. automobile exhausts
- 2. factory chimneys
- 3. refinery chimneys
- 4. power plant chimneys
- 5. furnaces
- 6. burning trash

Discuss the possibility of electric cars and buses. Make dioramas comparing clean air life and life affected by air pollution.

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

film loop - Problems in the
city 87-0881 Ealing Films

picture - p.169
The Metropolitan Communities

The Metropolitan Community, Allyn Bacon
"Cities of the Future" 168-169

Cities at Work - teachers' ed. SRA
pp 177-178

Current events

Write the major automobile
manufacturers. Ask for in-
formation about anti-air
pollution devices and elect
cars. Do this as a class pr
and mail only one letter to
manufacturer.

Students will act as resources

Cities At Work SRA pp.204-221
"The City, Water and Air"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

AL

s in the
g Films

communities

community, Allyn Bacon
re" 168-169

achers' ed. SRA

Use the observation
list to see how
carefully the chil-
dren viewed the film.

Write the major automobile
manufacturers. Ask for in-
formation about anti-air
pollution devices and electric
cars. Do this as a class project
and mail only one letter to each
manufacturer.

Teacher should judge
statements made by
students.

as resources

pp.204-221
and Air"

Grade 3 Unit III - Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

C. Problems created by industrialization
and urbanization (continued)

2. Water Pollution

Read and

Guide que

1. Why

2. Wha

3. Why

4. Why

5. How

usu

com

Bal

6. How

How

ser

7. What

Do activity

Use a map of
(rivers, c

Develop a c

POLLUTION

endanger

damages

stunts an

causes ha

condit

dirty b

causes hi

Industrialization
(continued)

Read and discuss water pollution.

Guide questions:

1. Why is water so important?
2. What are some of the main uses of water?
3. Why can't we use all kinds of water?
4. Why is water pollution so serious?
5. How many water companies does a city usually have? Who usually owns the company? Who owns the water company in Baltimore?
6. How do cities try to conserve water? How does Baltimore and Howard County conserve water?
7. What can we do to save our water?

Do activity page- Most Cities Have Only One Water System. Why?

Use a map of Maryland to show sources of water- (rivers, dams, falls, aqueducts)

Develop a chart comparing air and water pollution.

POLLUTION

AIR

endangers health
damages property
stunts and kills plants
causes hazardous driving
conditions
dirties buildings & cars
causes higher taxes.

WATER

endangers health
damages plants, fish
and wildlife
causes loss of recre-
ation and scenic
beauty.

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN ST
AND CONTE

Cities at Work SRA pp.204-221
"The City, Water and Air"

Science- Invest
desalting of s

Metropolitan Studies, Scott Foresman
pp 174-175 "Smokey City"

You and the Community, Samford,
Benefic Press, Chicago, 1967.
"Clean Water to Drink" p. 169

Communities at Work, Preston.
D.C.Heath and Company, Lexington,
Massachusetts, 1969
"Through Wires and Pipes" pp.205-208

"Cities at Work" SRA-- Activity Book
p.58

Map of Maryland.

Chart

IAL	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
RA pp.204-221 nd Air"	Science- Investigate desalting of sea water	Check to see if students have a knowledge of air pollution by judging their dioramas.
ies, Scott Foresman ey City"		
nity, Sanford, icago, 1967. rink" p. 169		
rk, Preston. pany, Lexington, 69 d Pipes" pp.205-208		Check answers to questions.
BRA- Activity Book		
		Check map skills.
		Teacher should judge how well children complete the chart.

Grade 3 Unit III - Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

TEACHING S

Have a school campaign against
Have children clean up school
Make posters for the hall titled
the "war against pollution"

Show pictures of "before and after"
appealing to the eye and the
thing as eye and ear pollution
wires, dirty waterways, mo
...

Write to Congressmen to suggest
and water pollution problem
been passed to prevent air
burning, automotive devices
emptying into water sources

Role play- workers and townspeople
involving pollution.

3. Slums and poverty.

Show a picture of a slum area

Ask: Do you see what I see?
List observations.

Read about slums and urban renewal
Guide questions:

1. What creates slums?
2. What do slums create?
3. How does urban renewal work?
4. How is urban renewal achieved?
5. What are some problems?
6. How are people in the slums helped?
(civil rights organizations,
agencies, welfare programs)

Read to the children "New Hope"

Urbanization and Industrialization

SUB-TITLE

TEACHING STRATEGIES

Have a school campaign against air and water pollution. Have children clean up school ground and plant flowers. Make posters for the hall to remind other children of the "war against pollution"

Show pictures of "before and after." Which are more appealing to the eye and the soul? Is there such a thing as eye and ear pollution? (telephone and electric wires, dirty waterways, noise of airplanes and machines.)

Write to Congressmen to suggest solutions to the air and water pollution problems. Find out what laws have been passed to prevent air and water pollution (anti-burning, automotive devices, laws against factory waste emptying into water sources)

Role play- workers and town officials solving a problem involving pollution.

poverty.

Show a picture of a slum area.

Ask: Do you see what I see?
List observations.

Read about slums and urban renewal.
Guide questions:

1. What creates slums?
2. What do slums create?
3. How does urban renewal help socially and physically?
4. How is urban renewal accomplished?
5. What are some problems connected with urban renewal?
6. How are people in the slums being helped?
(civil rights organizations, unions, government agencies, welfare programs, legislation)

Read to the children "New Haven: A City Reborn"

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Art Supplies and student
resources

pictures pp.180,182-185
Cities at Work, SRA

Names and addresses of
Congressmen.

Student will act as
resources.

picture p.154 The
Metropolitan Community

Metropolitan Studies, Scotts,
Foresman pp 200-208

The Metropolitan Community
Allyn-Bacon "Central Cities
Change As Suburbs Grow" p.158-159

Cities at Work SRA
"A City Rebuilds" pp.174-185

Communities at Work, Heath
"Goodby to Old Houses" pp.196-199

Cities at Work, SRA teacher edition
pp.153-155

Check current events in news
and TV.

1. Calvert Cliff Electric Plant
under discussion.
2. Detergent in Tiber River in
Ellicott City

Develop a learning center on
Ear Pollution. Make a list of
that make too much noise and a
of things that destroy the beauty
a city.

Show-Inland Waterways F58
Great Lakes F41

Read "Treasure Hunt" Our World
World-Neighbors at Work, SRA
2nd level lesson 10, activity

Role play a family moving into
renewal project after being
moved from a slum.

SERIAL	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
student	Check current events in newspapers and TV. 1. Calvert Cliff Electric Plant under discussion. 2. Detergent in Tiber River in Ellicott City	Teachers should judge the effectiveness of the campaign.
82-185 RA	Develop a learning center on Eye and Ear Pollution. Make a list of things that make too much noise and a list of things that destroy the beauty of a city. Show-Inland Waterways F58 Great Lakes F41	Teacher should judge statements on eye and ear pollution. Have students judge the form and clarity of their letters.
as		Teacher should judge knowledge of problem- solving displayed in role play.
Community		
dies, Scotts, 208		
Community tral Cities s Grow" p.158-159		
RA " pp.174-185	Read "Treasure Hunt" <u>Our Working World-Neighbors at Work</u> , SRA 2nd level lesson 10, activity 22	Check answers to questions.
ork, Heath ouses" pp.196-199	Role play a family moving into a renewal project after being moved from a slum.	
RA teacher edition		

Grade 3 Unit III- Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

C. Problems created by industrialization and urbanization

3. Slums and poverty.

Have children

1. eviden
2. staten
3. invest
4. solvin

Use paper bag
in a slum area
Investigate so
renewal in Bal
Consider VISTA

To show that p
do with clear
the "redevelop
committees. O
school put up
want a parking
sent their vie
see which grou

4. Mass Transportation

Show picture o
Put these ques
Is there g
Do people
kinds of t
Are street
and trucks
How can tr
What probl
traffic?

Read about mas

Do activity pa

ization and Industrialization

UB-TITLE

TEACHING STRATEGIES

Industrialization and

Have children study how a problem is solved:

1. evidence of a problem.
2. statement of the problem
3. investigating the problem
4. solving the problem

Use paper bag puppets depicting life after school in a slum area.

Investigate some changes in land use and urban renewal in Baltimore City and Ellicott City. Consider VISTA, and Operation Head Start

To show that people often disagree on what to do with cleared land, role play a meeting with the "redevelopment commission"(class) and two committees. One committee might want a new school put up on the land another committee might want a parking lot. After hearing both sides present their views, have the "commission" vote to see which group will have its way.

Show picture of a traffic scene.

Put these questions on the board:

- Is there good public transportation?
- Do people have enough choice of different kinds of transportation?
- Are streets wide enough for today's cars and trucks.
- How can transportation be improved?
- What problems have you experienced with traffic?

Read about mass transportation.

Do activity pages on travel in the city.

Grade 3 Unit III

CONTENT AND MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Children will act as
resources.

children should collect
pictures of cities to show
what they think is "beautiful"

(Teacher will need to
guide each committee
before the presentations
are heard)

Clip articles from papers
concerning decisions made
by the planning committee.

p.195 Cities at Work SRA
picture.
picture #69 Transportation in City Streets.
#55 Urban Neighborhoods. from
Schools, Families, Neighborhoods A
Multi-media Readiness Program
Field Educational Publications Inc.

Cities at Work SRA
pp 186-203 "The City and Transportation"

You and the Community, Benefic Press
pp 124-128 "Your Community and Transportation"

Cities At Work- Activity Book.

- p.55 How do people travel in the city?
- p.56 How do the members of my family travel to work?
- p.57 Should the bus company raise the fare?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

children should collect
pictures of cities to show
what they think is "beautiful"

Teacher should judge
students' statements
and reaction.

Clip articles from papers
concerning decisions made by
the planning committee.

on in City Streets.
orhoods. from
orhoods A
rogram
ations Inc.

Transportation"

Benefic Press
ity and Transportation"

Book.
ravel in the city?
ers of my family travel to work?
om; any raise the fare?

Check answers to
questions.

Check activity pages.

Grade 3 Unit III-Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

C. Problems created by industrialization
and urbanization (continued)

4. Mass transportation

Make pictures, showing the
available in Baltimore a
truck, airplanes, boats,
the traffic rules for b

Study road maps of the a
places, shortest routes
distinguish types of road

Read how one city has tr
"Where People Mean More
of these ideas might hel

Make a chart showing how
in easing congestion (Pa
people -Compare this to
Discuss the possibility

Have children ask parent
portation and private tr

Public Transportation

less expensive
comfortable
air conditioned
less crowding on ro
no parking problems

Read to the children:
List ideas which will he

Show picture of traffic
telling some of their id
lems in cities. Make pi

TEACHING STRATEGIES

Industrialization
(continued)

Make pictures showing the types of transportation available in Baltimore and vicinity. (car, bus, train, truck, airplanes, boats, ships, motor cycles) Study the traffic rules for bicycles and mini-bikes.

Study road maps of the area. Find distances between places, shortest routes to chosen destinations and distinguish types of roads.

Read how one city has tried to solve traffic problems "Where People Mean More than Cars" Discuss how some of these ideas might help in other cities.

Make a chart showing how public transportation can aid in easing congestion (Fact: 40 cars = 1 bus load of people - Compare this to high speed monorail or subways) Discuss the possibility of a car pool.

Have children ask parents why they use public transportation and private transportation. Tabulate results.

Public Transportation

less expensive
comfortable
air conditioned
less crowding on roads
no parking problems

Private Transportation

no waiting
no walking to bus stop
more private
faster
no specific route

Read to the children: "The Real Future of Transportation"
List ideas which will help solve transportation problems.

Show picture of traffic jam. Have children write a story telling some of their ideas for easing the traffic problems in cities. Make pictures to go with the stories.

Grade 3 Unit II

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Report on the old street cars which used to run in Baltimore. Visit the street car museum in Baltimore. Ride the street-car if possible.

Cities at Work SRA pp.192-199

Student will act as resources

Chart

Write trucking, railway and airline companies. Ask for information telling why they are important to the city's welfare

Check news media to see what new developments have occurred in the transportation problem.

Cities at Work SRA teacher's edition. pp.165-166

picture p.168 The Metropolitan Community Allyn, Bacon

**VARIANTS IN STRATEGIES
AND CONTENT**

EVALUATION

Report on the old street cars which used to run in Baltimore. Visit the street car museum in Baltimore. Ride the street-car if possible.

Judge appropriateness of picture.

Check map skills

Write trucking, railway and airline companies. Ask for information telling why they are important to the city's welfare

Judge students' statements.

Check news media to see what new developments have occurred in the transportation problem.

Teacher should judge stories to see if children use such suggestions as:
off street parking
street parking bans
car pool
high speed rail
monorail
subway
wide streets
super highways
elevated trains
minibuses
computer controlled traffic
conveyor belt side-walks.

Grade 3 Unit III -- Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

TEACHING

C. Problems created by industrialization
and urbanization

5. Adjusting to city life.

Immigrants:

Show a picture of
Have children int
sick, your poor"

Guide questions:

1. Why did people
2. What problem
3. Why would immigrants get to America?
4. Why do Americans
5. Why would some immigrants
6. Why do many
7. How are immigrants
8. Why is it unfair of his skin

Discuss: Were all

Role play: An immigrant
(How would you find
you get a job?How

Make a diary of a

Read "A City Fight"
Neighborhood Aide

Urbanization and Industrialization

SUB-TITLE

TEACHING STRATEGIES

ed by industrialization
tion
to city life.

Immigrants:

Show a picture or model of the Statue of Liberty.
Have children interpret "Give me your tired, your
sick, your poor"

Guide questions:

1. Why did people from other lands come to America?
2. What problems did the immigrants face once they
get to America?
3. Why would immigrants stay in the cities where
they landed?
4. Why do Americans fear immigrants?
5. Why would some Americans want more and more
immigrants to come to America?
6. Why do many immigrants live in slums?
7. How are immigrants being helped?
8. Why is it unfair to judge a person by the color
of his skin or his nationality?

Discuss: Were all our ancestors immigrants?

Role play: An immigrant coming to Baltimore today.
(How would you find a place to live? How would
you get a job? How would you communicate with people?)

Make a diary of an immigrant coming to America.

Read "A City Fights Poverty -Atlanta" and "The
Neighborhood Aide" (How the War on Poverty works.)

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Model or picture of the Statue
of Liberty

The Metropolitan Community, Allyn, Bacon
p.159-167 "Groups with special problems-
Immigrants"

The Social Sciences-Concepts and Values
Level 3 "The View of People" and their
Environments" p.118-159

pp. 3-29 "The Old Ways"

pp. 72-77 "Adapting to a New Climate"

Cities at Work, SRA
pp 120-127 "A City Fights Poverty-Atlanta"
pp 104-105 "The Neighborhood Aide"-
teacher's edition.

Read biographies of immigrants
Afro-Americans, Then and Now
Hurley, Benefic Press, 1969
Harriet Tubman, Freedom Girl
Winders, Bobbs-Merrill Co. 1969
Martin Luther King, Jr. Boy of a Dream,
Millender, Bobbs, Merrill Co., 1969

John Peter Zenger, Young Defender of a Free Press, Long, Bobbs-Merrill, and Co. 1966

They Made America Great, McGraw-Hill, Macmillan Company, 1967

American Biographies Sussman
Holt, Rinehart, Winston, Inc. 1967

Negroes Who Helped America,
Stratton, Ginn and Co, 1965

Afro-American Contributions to American Life, Franco, Benefic Press, 1970.

Find out statistics on how many immigrants come to this country annually.

Find out the names of five cities that elected black men as their mayors.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Statue

ty, Allyn, Bacon
special problems-

Read biographies of immigrants
Afro-Americans, Then and Now
Hurley, Benefic Press, 1969
Harriet Tubman, Freedom Girl
Winders, Bobbs-Merrill Co. 1969

Check answers to
questions.

cepts and Values
people" and their

Martin Luther King, Jr. Boy With
a Dream, Millender, Bobbs,
Merrill Co., 1969

ys"

John Peter Zenger, Young Defender
of a Free Press, Long, Bobbs,
Merrill, and Co. 1966

a New Climate"

They Made America Great, McGuire,
Macmillan Company, 1967

American Biographies Sussman,
Holt, Rinehart, Winston, Inc. 1969

Negroes Who Helped America,
Stratton, Ginn and Co, 1965

Afro-American Contributions to
American Life, Franco, Benefic
Press, 1970.

Teacher should judge
students' statements

ts Poverty-Atlanta"
hood Aide"-

Find out statistics on how many
immigrants come to this country
annually.

Find out the names of five big
cities that elected black men
as their mayors.

Teacher should look
for empathy on part
of student

Grade 3 Unit III-Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACHING STR
C. Problem created by industrialization and urbanization (continued)		People in rural areas mo Read "A New Life in the from a Kentucky valley w
5. Adjusting to city life.		After reading discuss: Suppose the Lovells had to Baltimore, would they Why? What problems would farm in the city. Show film FARMER (This Contrast this with city Role play- A farm boy mo new school. Show how th or an unhappy experience Make a mural. "Adjustin pictures (quiet valley, food) and have children of the ideas. Panel Discussion: Why would farm families living when they move to How do you think you wou country where all the pe What is the difference b cultural trait? Why would an immigrant w Why must you adjust to c What happens to cultural Do you think people can they can take on new ski

ation and Industrialization.

SUB-TITLE

TEACHING STRATEGIES

y industrialization
n (continued)

city life.

People in rural areas move to the city:

Read "A New Life in the City"--the story of a family from a Kentucky valley which moves to a city.

After reading discuss:

Suppose the Lovells had moved from a valley in Maryland to Baltimore, would they have faced the same problems? Why?

What problems would farm families have adjusting to life in the city.

Show film FARMER (This shows life of farm family)
Contrast this with city living.

Role play- A farm boy moving to a city and going to his new school. Show how this could be a happy experience or an unhappy experience.

Make a mural. "Adjusting to City Life" Show contrasting pictures (quiet valley, noisy city; raising food, buying food) and have children write stories to go with each of the ideas.

Panel Discussion:

Why would farm families need to change their ways of living when they move to a big city?
How do you think you would feel if you went to a foreign country where all the people were strangers?
What is the difference between a physical trait and a cultural trait?
Why would an immigrant want to keep his old ways?
Why must you adjust to change?
What happens to cultural traits as groups interact?
Do you think people can take on new values as fast as they can take on new skills? Why?

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Cities at Work, SRA
pp.128-131

Collect pictures of urban
and rural scenes

Children will act as
resources.

Film F-37 FARMER

Children will act
as resources.

Mural

Children will act as
resources

Have children choose a major
problem facing Baltimore or
Howard County. Have a debate
offer some alternatives and
a vote on some solution.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Collect pictures of urban
and rural scenes

Teacher should
judge statements
made by students.

Teacher should
guide discussions
so that valid com-
parisons between
rural and urban
life are made.

Have children choose a major
problem facing Baltimore or
Howard County. Have a debate,
offer some alternatives and have
a vote on some solution.

Teacher will judge
students' responses.

Grade 3 Unit III- Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACHING
D.	A comparative examination of other cities in the world.	Show filmstrip and listen to This filmstrip shows various It points out that all people needs, although cultural differences Have children divide into groups to contrast foreign cities to their own Cities- Nairobi, Kenya Tokyo, Japan Athens, Greece London, England Venice, Italy Rotterdam, Netherlands Calcutta, India Singapore (and others)
	1. Tokyo	
	2. Nairobi	
	3. Athens	
	4. London	
	5. Venice	
	6. Rotterdam	
	7. Calcutta	
	8. Singapore	

Each report should include:
 why the city is located where
 short history of the city
 what ethnic groups live in
 future plans of the city
 type of government
 economics of the city
 problems of the city
 any unusual facts about the city
 what products do we get from the city

II- Urbanization and Industrialization.

TED	SUB-TITLE	TEACHING STRATEGIES
ve examination of other he world.		Show filmstrip and listen to record "Neighbors" This filmstrip shows various cities around the world. It points out that all people have the same basic needs, although cultural traits may differ.
bi		Have children divide into groups to compare and contrast foreign cities to Baltimore:
s		Cities- Nairobi, Kenya
n		Tokyo, Japan
e		Athens, Greece
rdam		London, England
тта		Venice, Italy
pore		Rotterdam, Netherlands
		Calcutta, India
		Singapore (an independent nation)

Each report should include:

- why the city is located where it is
- short history of the city
- what ethnic groups live in the city
- future plans of the city
- type of government
- economics of the city
- problems of the city
- any unusual facts about the city
- what products do we get from these cities.

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Filmstrip "Neighbors"

Collect items made in foreign

Schools, Families and Neighbors
A Multi-Readiness Program
Field Educational Publications, Inc.

Bring in pictures of cities
the world.

Metropolitan Studies, Scott Foresman

Nairobi pp.254-265

Tokyo p 266-278

Cities at Work, SRA

"The Precious Gifts of a City: Athens"
pp 222-231

"The City that Swallowed Villages:
London" pp 232-241

"A City Married to the Sea: Venice"
pp. 242-251

"A City Rises from the Ashes:
Rotterdam." pp.252-259

"A City That Has More People than Jobs:
Calcutta" pp.260-269

"A City That Uses Its Wits: Singapore"
pp.270-279

Encyclopedia.

Write to the airlines or a
bureau. Request information
foreign cities.

Library resources.

Write a letter to parents
what information they have
foreign cities which will
studied.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

g"

Collect items made in foreign cities

Teacher should
evaluate students'
attitudes toward
each other and
other races.

and Neighbors
Program
Publications, Inc.

Bring in pictures of cities around
the world.

es, Scott Foresman

65

s of a City: Athens"

Teacher should
observe students'
work habits.

llowed Villages:

the Sea: Venice"

the Ashes:

52-259

ore People than Jobs:

0-269

Its Wits: Singapore"

Write to the airlines or a travel
bureau. Request information on
foreign cities.

s.

Write a letter to parents asking
what information they have on the
foreign cities which will be
studied.

Grade 3 Unit III -Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TEACHING STRA
D.	A comparative examination of other cities in the world (continued)	Make a display of items
1.	Tokyo	Hear and discuss report "Around the World Fest
2.	Nairobi	
3.	Athens	Have a library table w the selected foreign c
4.	London	
5.	Venice	
6.	Rotterdam	Teacher may construct information about oth
7.	Calcutta	
8.	Singapore	
E.	The Future of the Cities.	Pose question- What do future will be
1.	The reality of megalopolises or strip cities.	Record ideas. Direct children to stud p. 292-293. Guide questions: What is a megalopolis What is another name What cities may join megalopolis.

Urbanization and Industrialization.

SUB-TITLE	TEACHING STRATEGIES
examination of other world (continued)	Make a display of items from the foreign cities, Hear and discuss reports. Invite other classes to "Around the World Festival" Have a library table with information available on the selected foreign cities. Teacher may construct a learning station giving information about other foreign cities.
the Cities.	Pose question- What do you think the city of the future will be like?
ity of megalopolises p cities.	Record ideas. Direct children to study and interpret the map p. 292-293. Guide questions: - What is a megalopolis. - What is another name for megalopolis - What cities may join together to form a megalopolis.

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

Students will act as
resources.

Role play- a tourist visiting
some of the foreign cities

library books.

Plan a "trip" to a foreign city

1. Use maps to trace route.
2. Use climate to help decide
what clothes to wear.
3. Plan on important places
to visit.
4. Learn about money exchange
5. Learn some language exchange

learning station

A Journey Through Many
Lands by Drummond
Allyn & Bacon Inc. 1964

Learn folk dances and folk
songs from the foreign
countries which the cities
are in.

Metropolitan Studies, Scott Foresman
pp 292-293, "Megalopolis Map"
p.245 "In City and Metropolitan
Communities."

III
IAL

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

et as

Role play- a tourist visiting
some of the foreign cities

Teacher should judge
the accuracy and
completeness of
reports.

Plan a "trip" to a foreign city.

1. Use maps to trace route.
2. Use climate to help decide
what clothes to wear.
3. Plan on important places
to visit.
4. Learn about money exchange
5. Learn some language exchange

Teachers should judge
the uses made of the
library books.

on

ugh Many
ond
Inc.1964

Learn folk dances and folk
songs from the foreign
countries which the cities
are in.

Teacher should help
children check in-
formation gained from
learning centers.

udies, Scott Foresman
egalopolis Map"
and Metropolitan

Check map skills.

Grade 3 Unit III Urbanization and Industrialization

CONCEPT-ORIENTED SUB-TITLE

E. The future of the cities.

1. The reality of megalopolises
or strip cities.

Where will

Do you th

Is is a p

What prob
megalopol

Compare-
pictures,

Show and
Cities-

What othe
future?

Read on t
the futur
to solve

Discuss p

Have child
from the
of the lett

Read to ch
outlook on

Discuss ho
realized.

ization and Industrialization

B-TITLE

TEACHING STRATEGIES

ies.

Where will most of the megalopolises be located?

galopolises

Do you think Baltimore will be a part of a megalopolis?

s.

Is it a part of one now?

What problems will need to be solved because of megalopolises?

Compare- city, suburb, exurb and megalopolis. Use maps, pictures, charts.

Show and discuss film: Middle Atlantic Seaboard - Great Cities-Megalopolises.

What other changes might be made in the cities of the future?

Read on the topic- (help the children understand that the future of cities depends on man's resourcefulness to solve problems and careful planning.)

Discuss physical, economic and social aspects.

Have children read the letter "The Future of Cities" from the author of Cities At Work. Discuss highlights of the letter.

Read to children "Dreams for a Perfect City" a historical outlook on cities.

Discuss how some dreams have been met and some dreams not realized. Discuss the reasons for this.

Grade 3 Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT

The Metropolitan Community, Allyn-Bacon
teacher's edition p.288 Exurbs and
Megalopolis.

The Metropolitan Community, Allyn, Bacon.
p.170 "Megalopolis"

film F-106 Middle Atlantic Seaboard

Great Cities Megalopolis.

You and the Community, Benefic Press.
"Why Communities Change" 201-208
"New Communities" pp.209-215

The Social Sciences-Concepts and Values
Level 3 Harcourt, Brace World.
pp 262-267 "Some Things Change,
Some Last."

The Metropolitan Community, Allyn Bacon
pp.168-169 "Cities of the Future"

Cities at Work, SRA teacher's edition.
pp.244-246 "Dreams for a Perfect City"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Community, Allyn-Bacon
288 Exurbs and

Community, Allyn, Bacon.

Check answers to
questions.

Atlantic Seaboard

opolis.

ey, Benefic Press.
change" 201-208
pp.209-215

Teacher should judge
that valid comparisons
are made.

s-Concepts and Values
Brace World.
Things Change,

Community, Allyn Bacon
ities of the Future"

Teacher should judge
statements made by
children.

RA teacher's edition.
ms for a Perfect City"

Grade 3 Unit III - Urbanization and Industrialization.

CONCEPT-ORIENTED	SUB-TITLE	TE
E. The future of the cities.		Make a list of the and materials. Tel Imagine some of the
2. Planned growth of cities		Discuss: What can w good cities? What plans for the futur needs for its futur Creative Writing: Have students write of the future. Ill Suggested topics: transportati housing communication factories services food and clo climate cont problems esthetic con Make a play about a Earth city in the y their ages in the y meet the space visi

- Urbanization and Industrialization.

ED SUB-TITLE

TEACHING STRATEGIES

the cities.

Make a list of the very latest inventions, machines and materials. Tell how they have changed our lives. Imagine some of the inventions of the future.

growth of cities

Discuss: What can we do now and in the future to make good cities? What have we learned about Baltimore's plans for the future? How is Columbia meeting the needs for its future citizens?

Creative Writing:

Have students write imaginary stories about cities of the future. Illustrate the stories.

Suggested topics:

transportation
housing
communication
factories
services
food and clothing
climate control
problems
esthetic considerations.

Make a play about a space traveller who visits an Earth city in the year 2000. (Have students find out their ages in the year 2000. They may want to meet the space visitor)

Grade 3 Unit III

CONTENT & MATERIAL

list of inventions, machines and materials.

students will act as resources.

students will act as resources.

VARIANTS IN STRATEGIES
AND CONTENT

Discuss if you were a city planner, what changes would you make?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

machines and

Check list of
inventions

resources.

Discuss if you were a
city planner, what
changes would you make?

Teacher should
judge contents of
the stories.

as resources.

Teacher should judge
content of the play.

Grade 3 - Unit IV

EDUCATION AS AN INSTITUTION

(OPTIONAL UNIT - SUGGESTED FOR MORE ABLE STUDENTS)

EXPLANATION

The American society has created an educational system as a means of passing on learnings to the children and preparing them for participation as active citizens. While many things are learned through experience or self-education, much learning occurs as a result of formal teaching. This unit will show a need for a system of formal teaching and trace the development of the American school system. Then it will give a comparison of the different types of schools, discuss some problems associated with the educational process and indicate the influence of certain community groups on the educational system.

Grade 3 - Unit IV

EDUCATION AS AN INSTITUTION

OUTLINE FOR UNIT IV

- A. The School as a Unique Institution
 - 1. Why a school is needed
 - 2. How a school is supported
- B. The Development of the American School System
 - 1. Early schools
 - 2. Types of present day schools
 - 3. Schools of the future
- C. Problems Associated With Our Educational System
 - 1. Overcrowded classrooms
 - 2. The inequality of funds for different states and districts
 - 3. Special education needs
 - 4. Lack of modern equipment

NOTE: Optional Units on Other Institutions Which Might Be Studied

- A. Hospitals and Health Care
- B. Recreational Facilities
- C. Art and Cultural Activities